# DOCUMENT RESUME

ED 172 101 CG 013 543

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|---|---|
| TITLE | CCIS: A Career Resource Center Case Study. |
| INSTITUTION | Human Conservation Associates, Inc., Tallahassee. |
| SPONS AGENCY | Florida State Dept. of Education, Tallahassee. Div. of Vocational Education. |
| PUB DATE | 10 Dec 78 |
| GRANT | 7-2F21 |
| NOTE | 220p.; Not available in paper copy; Parts marginally legible due to colored background ; Document prepared in Cooperation with the Curriculum-Career Information Services, Florida State University, Tallahassee |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Career Development; Counseling Goals; *Delivery Systems; *Evaluation Methods; Higher Education; Occupational Guidance; *Program Effectiveness; *Program Evaluation; *Resource Centers; Resource Materials |
| IDENTIFIERS | *Florida State University |

ABSTRACT

A detailed case study of the Curricular-Career Information Service (CCIS) at Florida State University is presented. The information collected is expected to promote improvements in services offered by CCIS; provide guidelines for other professionals contemplating the development of similar career centers; and provide basic "hard" data necessary for program planning by state and federal career development and career education administrators. The report is divided into six major sections: (1) project description, detailing goals, activities and outcomes; (2) evaluation methodology, outlining some of the less traditional methods used; (3) description of CCIS services, including in-house, outreach, indirect and training services; (4) staffing, facilities and funding; (5) process evaluation, containing seven short reports of specific projects; (6) impact evaluation, containing faculty awareness surveys and single case studies; and (7) conclusions and recommendations. Appendices list and present a variety of additional resources. (Author/BP)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

# CCIS:

# A CAREER RESOURCE CENTER CASE STUDY

## A Manual for Replication

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CG013543

# ABSTRACT

In order to assess the impact of a postsecondary career resource center and to provide useful information to those seeking to replicate development of such a unit, a team of outside consultants was engaged to evaluate the Curricular-Career Information Service (CCIS) at Florida State University. Called CCIS: A Career Resource Center Case Study, the evaluation report provides (1) a historical review of the development of CCIS as a moded program within the university; (2) a description of the full range of direct and indirect career services offered by CCIS; (3) a review of staffing, facilities, and funding of CCIS; (4) a process evaluation, including an analysis of previous CCIS research and a report on direct client services provided during the spring quarter, 1978; (5) an impact evaluation, including student and faculty awareness of CCIS. The report also includes samples of handouts, modules presently used in CCIS, copies of all instruments used in the program evaluation, and lists of funding sources and resource materials.

Sign-in sheets, participant observations, individual case studies, a telephone survey of the faculty, and student interviews were methods used to assess the effectiveness and impact of CCIS, especially direct career planning services. Major findings included the following: (1) 30% of the 577 students coming to CCIS had been there before; (2) most students learned about CCIS from peers while faculty accounted for few referrals; (3) students most frequently used printed materials in CCIS rather than audio or video

tape/slide materials; (4) 90% of the student reactions to the CCIS materials and services were very positive in all areas studied, although there was some variability in ratings of proctor helpfulness; (5) there were 774 individual career planning services contacts logged with 577 different students during the spring quarter; (6) 63% of the faculty surveyed were aware of CCIS; (7) faculty were supportive of the concept of a career center on the campus and indicated they would refer students to CCIS for career planning assistance; (8) 90% of the faculty were unwilling to integrate career information and planning into classroom instruction; (9) students overwhelmingly endorsed the need for the university to provide extensive, effective career related services; and (10) individual case studies showed that students came to CCIS to develop information about educational/vocational alternatives and that some students felt the need for additional counseling assistance in their career planning.

The report concludes with a number of observations and recommendations offered by the evaluation consultants to the CCIS staff and other university decision-makers.

# Foreword

The Curricular-Career Information Service at Florida State University demonstrates through this report that it continues to play an exemplary role both in Florida and nationally. This exemplary role functions in several areas.

First, CCIS was carefully planned to meet defined needs in an original manner on a particular campus. These needs were to be met by the use of a variety of the best known types of materials and services. The leadership of CCIS has constantly used imaginative ways to provide the maximum service at minimum cost. The staff have also been exemplary in their continuous efforts to review the program's status and institute changes needed to make it ever more effective.

Second, CCIS has sponsored research and evaluation activities throughout its history. This is especially impressive because so many of these activities were conducted without formal additional funding. The commitment of the staff to meaningful research is evident.

Third, the staff is committed to major efforts to disseminate the results of their exemplary programs. Articles and presentations at conventions have brought CCIS national recognition.

Fourth, CCIS has established an excellent model for combining training of graduate students in counseling and related fields with service to the campus. Not only does this keep staffing costs to a minimum, but it also increases the interaction between the cutting edge of professional education and the cutting edge of professional service, to the advantage of both.

Finally, and most to the point of this present report, is the creative approach to program evaluation that is represented by this project. By combining several types of evaluation methods, the staff has produced a document that will be far more valuable than one based on traditional questionnaire surveys and correlation of data. In fact, it took courage for the staff to use methods that traditional researchers might reject for various reasons. For example, the telephone interviews with a sample of faculty members probably resulted in a smaller number of returns than could have been obtained with mailed questionnaires. However, the telephone method has two advantages. First, every person called was reached and responded; by contrast, a mailed questionnaire might be expected to produce a return of perhaps 30 to 50 percent, with resulting serious problems of generalization to the entire sample. Also the telephone method permits clarification of questions and answers whenever the first presentation of each is insufficient.

As a second example, the case study technique permits integration of process and outcome aspects of evaluation. True, the method involves considerable subjectivity, which therefore limits the extent to which cause and effect may be inferred. However, it is the rare experimental design that permits any real conclusions as to cause and effect, so not much is lost in this regard. At least the case study method offers insights and hypotheses for both applied and theoretical purposes, to a much greater extent than experiments.

This study has provided a body of useful data for evaluation and further development of CCIS. It has also demonstrated the usefulness of evaluation methods that are too seldom used. Perhaps some of the conclusions reached in this report might have been firmer if a smaller number of evaluation strategies had been used, so that larger samples might have been employed in those that were used. However, this is easier to recognize in retrospect than in advance. On the whole all concerned are to be congratulated for a solid contribution both to the CCIS Program and to the practice of evaluation in general.

The findings of this study obviously have important implications for career development programs at Florida State University. The study also has something to offer on a nationwide basis for educational institutions that seek vanguard ideas for providing services and for evaluating those services. The State and Unviersity have been well served.

Leo Goldman
Graduate School and University Center
City University of New York
November 20, 1978

# Preface

This publication is the product of a contract between Florida State University and Human Conservation Associates. This work is part of a larger project funded by the Florida Department of Education, Division of Vocational Education, project number 7-2F21, to Florida State University.

The purpose of this contract was to conduct a case study of the Curricular-Career Information Service at Florida State University. In addition, it was hoped that the information collected would lead toward (1) improvements in services offered by CCIS, (2) guidelines for other professionals contemplating the development of similar career centers and (3) basic "hard" data necessary for program planning by state and federal career development/career education administrators.

Even though the entire manual will be of value to these three groups, the Description of CCIS Services, Chapter III; Staffing Facilities and Funding, Chapter IV; and Process Evaluation, Chapter V; will be of particular interest to those developing a career center. State and federal administrators are especially encouraged to read Conclusions and Recommendations, Chapter VIII and the Faculty Awareness and Utilization Survey results found in Chapter VI. The CCIS staff should carefully review the Process Evaluation, Chapter V; Impact Evaluation, Chapter VI; and Conclusions and Recommendations, Chapter VII; which collectively offer several alternatives to the current operations of CCIS and raise many critical questions in need of answers.

Human Conservation Associates' staff have worked closely with Florida State University personnel in the development of this case study. However, this document is not an official Florida State University or Florida Department of Education publication. The presentation, conclusions, and recommendations are the responsibility of Human Conservation Associates and do not necessarily reflect the ideas or position of The Florida State University or The Florida Department of Education.

The project director responsible for coordination between Florida State University and HCA was Erwin D. Jackson, of HCA. An interdisciplinary team was formed in order to develop a final product of high quality. This team consisted of Murray McLaughlin, Lindon D. Storm, and the project director. Robert Reardon, Dorothy Domkowski, and Robert Rawers of the CCIS staff also contributed to the final product. Dr. Leo Goldman, evaluation consultant, provided critical input during this period. A special thank you is offered for the time volunteered by Mary Jo Ferlini, Janet Lenz, and Karen Regan to collect participant observation data.

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# I. Project Description

## Background and History of CCIS

In June, 1972, after almost two years of study and review, the Florida State University initiated efforts to develop and pilot test a career center in a campus residence hall. The program was named the Curricular-Career Information Service (CCIS) and was directed by Dr. Robert Reardon, a member of the Counseling Center Staff and Counselor Education faculty. After a successful pilot year, CCIS became a separately budgeted career information/planning service program in the student affairs area. The article by Reardon and Minor (1975), "Revitalizing the career information service," which appeared in the Personnel and Guidance Journal, provided a description of the CCIS programs and services available during the first two years of existence.

After 1974 a variety of questions about the impact and merits of CCIS began to emerge. While Smith (1973) had used an evaluation model to evaluate CCIS during the pilot phase and various surveys had been completed (see Section V, Process Evaluation), questions concerning advertising effectiveness, faculty relationships, use and effectiveness of CCIS materials, and the role of CCIS in the university and, indeed, the state and nation, were being raised.

## Career Centers in Post-Secondary Education

Regarding the latter, it was becoming apparent that schools and colleges were turning to career centers as a means of providing more effective career related services to students, faculty, and other constituents. In a recent book, Career Resource Centers, the authors observed:

> "The need for more effective career planning and the career education movement along with the expansion of educational media have resulted in the career resource center as the core of a viable career guidance program. The career resource center has emerged as a vital educational method

> for providing information and services in an integrated fashion to all people in various life role stages to promote their development in positive directions" (Axelrod, Drier, Kimmel, and Sechler, 1977, p. 5).

Hoppock (1976), Reardon and Burck (1975), Jacobson (1972, 1975) and Hoyt (1976) point out the growing trend in the direction of career resource centers as one method of improving the delivery of career development services and programs. It is apparent that the varied constituents' needs for career assistance together with the desirabliity of a multifaceted career guidance delivery system, are combining to lead some institutions to rethink the traditional role and functions of the counseling center and the placement office.

A career center may be physically located within the library, learning resource center, student center, shopping mall, or some other highly trafficked area (Axelrod, et al., 1977; Reardon, 1977). The optimal center would also have the full range of multimedia equipment to present occupational/educational imformation; maintain professional staff supervision of a variety of paraprofessional and support personnel; provide career planning and work experience to a variety of campus and community constitutents; conduct outreach programs and make career related referrals; published materials targeted to the local population, e.g. follow-ups of recent graduates, job campaign seminars.

As Jacobson (1975) has observed, the fully matured career center might have developed from (1) a closet operation in the placement or counseling office, to (2) an occupational/education information library, to (3) a separately budgeted administrative unit offering a more varied program of career guidance and counseling services, to (4) an office which not only provides direct services but influences systems level planning related to career development concepts, e.g., curriculum development, faculty development, organization goals.

## Project Purpose and Goals

Given more than 350 written inquires about the development of the career center (CCIS) at Florida State University and the increased attention in the professional literature concerning career centers, a decision was made by the career planning services staff at Florida State University to conduct a model evaluation of the CCIS project. It should be noted that the case study evaluation reported in the text is limited to services offered at the CCIS office at Bryan Hall only. Due to limited time and resources, the outreach programs, consultation services, research and training, provided by CCIS staff was not included in this evaluation. With this limitation in mind, a proposal was written and subsequently funded by the Florida Department of Education, Division of Vocational Education, which awarded the Curricular-Career Information Service at Florida State University a grant for the purpose of further developing and evaluating its career guidance delivery system. Overall responsibility for directing the grant project resided with Dr. Robert Reardon, Associate Professor and Director of CCIS, and Mr. Robert Shoemaker, Director, Career Placement Services.

The project was intended to evaluate a model career guidance delivery system (CCIS) which could be adapted to each campus in the State University and Community College Systems of Florida.

The specific objectives of the grant were:

1. Conduct a comprehensive evaluation of CCIS prior to dissemination of materials and procedures developed and used in that program.
2. Expand the base of support for the comprehensive career development services program at Florida State University and develop improved procedures for coordination of the program elements by developing an Advisory Council.

## Project Activities

In order to achieve the project objectives, three specific activities were scheduled. The first activity consisted of conducting a case study evaluation on the effectiveness of CCIS. To more objectively evaluate CCIS, a contract was signed with Human Conservation Associates of Tallahassee, Florida, to develop an evaluation plan, coordinate the data collection, and write the final report. A half-time graduate assistant was employed to assist in data collection, and data were gathered through the use of participant observers, a telephone survey of selected faculty, indepth case studies, and analysis of prior CCIS research. Provisions were made for contracting with an external consultant to review the evaluation plan. Dr. Leo Goldman, C.U.N.Y., visited the CCIS program and evaluation staff to provide consultation.

Secondly, a Career Development Services Advisory Council was appointed by the president of the university which included faculty, staff, alumni, parents, and representatives from business, labor, industry, local schools, government, and the community. The Executive Director of the Advisory Council was Mr. Robert Shoemaker, the University Director of Career Placement Services. The duties of the Council included the identification of career guidance needs of former, current, and potential students; the development of programs to establish better linkages between education and work; and the initiation of efforts to improve coordination and marketing of career guidance services. Operating procedures for the Council, such as selection, composition, voting procedures, meeting places, special task force appointments, quorum, and Council ties with other career guidance programs were established. Measures of effectiveness of the Advisory Council included establishment, attendance, number and quality of recommendations, and specific activities implemented which improved career guidance program coordination within the university.

The final activity was to provide staff support and resources to the Advisory Council. The staff support and resources to the Advisory Council included a half-time staff assistant, conducting a mini needs assessment, and "brainstroming" sessions with the CCIS staff on career education problems in the university. Input regarding issues/problems in the career development area, including career counseling in the university, constituents, funding, organization, and others were suggested as tasks for the Advisory Council.

## Project Outcomes

The general outcomes of this project centered on increased recognition of the potential of career resource centers in the delivery of comprehensive guidance programs at the post-secondary level. Two basic operating manuals which described guidelines, services, resources, and program operations which institutions of the State University System and Community College System can adapt to their developing career guidance programs were produced. One of the manuals, produced separately, included suggested procedures for establishing and operating a career advisory council at the college level. The other manual is produced in this volume, CCIS: A Career Resource Center Case Study, which is intended to document the effectiveness of CCIS impact on students, staff, and faculty.

The scores of people working in and contributing to CCIS over the years have always been guided by the pressing needs of students, parents, faculty, and others for career planning assistance. Their cumulative efforts, plus the dedication of those working on this funded project, have hopefully produced a practical, yet forward thinking document which will provide a rich resource for others involved in post-secondary career planning services.

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# II. Evaluation Methodology

## Background of Evaluation Design

Initial discussion of an appropriate evaluation methodology for the Curricular-Career Information Service (CCIS) at Florida State University began over a year ago. Dr. Robert Reardon, Director and developer of CCIS, has been the "prime mover" behind CCIS from the beginning. Writing in the November 1975 issue of the Personnel and Guidance Journal, CCIS was described as an "outreach, self-help, multi-media based, preprofessional-staffed career guidance service." Dr. Reardon has further identified staff commitments for supervision, evaluation and coverage as essential ingredients for development of similiar programs.

One of the initial steps in developing the evaluation methodology was to enumerate the many questions to which answers were needed and formulate a process by which the answers would best be obtained. Consequently, a global, all encompassing approach was initially formulated and from this ideal a more manageable and budgetarily feasible plan was developed.

## Evaluation vs. Evaluative Research

Before specific discussion of the methodology is presented, a general discussion of "evaluation" and the varied implications inherent in its use is appropriate. Suchman (1967) has pointed out that the term "evaluation," despite its widespread popularity, is poorly defined and often improperly used. The looseness of the definition leads to widespread disagreement within the evaluation field, inconsistent use of terms and lack of a clear understanding of the basic requirements of evaluative research. Goldman (1978) has stated that the traditional models of research used in education and human services have overemphasized precision and quantification and the artificial conditions of the laboratory. Goldman asserts that the counseling professions may be best served by looking at people in their contemporary world and utilizing methods much more qualitative in nature. In this regard, Dr. Suchman's (1967) distinction between evaluation and evaluation research is pertinent.

> (Evaluation) will be used in a general way as referring to the social process of making judgements of worth. This process is basic to almost all forms of social behavior, whether that of a single individual or a complex organization. While it implies some logical or rational basis for making such judgements, it does not require systematic procedures for marshalling and presenting objective evidence to support the judgement. Thus, we retain the term "evaluation" in its more common sense usage as referring to the general process of assessment or appraisal of value.
>
> "Evaluation research," on the other hand, will be restricted to the utilization of scientific research methods and techniques for the purpose of making an evaluation. In this sense, "evaluative" becomes an adjective specifying a type of research. The major emphasis is upon the noun "research" and evaluative research refers to those procedures for collecting and analyzing data which increase the possibility for "proving" rather than "asserting" the worth of some social activity (pages 7-8).

Burck, (1978), has concluded that the aim of evaluation is to establish worth, effectiveness, and efficiency, whereas the aim of research is to describe relationships of cause-effect between and among variables. Dr. Burck has depicted characteristics of evaluation and research which are reproduced in Table 1.

## Developing an Evaluation Design

With this background, Human Conservation Associates, Dr. Reardon and the CCIS staff began planning an acceptable methodology. Diverse opinions were expressed among the group. Consequently, an initial draft encompassing the ideal was developed. Impact of CCIS was the overriding concern. Who uses CCIS? How do they use it? What is the benefit? What effect does it have on the user? What is the long-range impact? In other words, was it possible to scientifically prove the validity of the career development concept? Could it be proven that career development activities have an

## TABLE 1

## CHARACTERISTICS OF EVALUATION AND RESEARCH

| | Differences | |
|---|---|---|
| Dimension | Evaluation | Research |
| **Purpose** | To collect information for decision making. | To provide knowledge that is more generally valid. |
| | To explain Mission-oriented. | To explain and predict Theory-oriented. |
| Process | Systems approach models (e.g., CIPP, PERT) | Traditional experimental designs (randomness, hypothesis testing, rigorous controls, sophisticated statistical analyses, operational definition, etc.) |
| | Treatment intervention usually cannot be reported completely because often not fully controllable or recordable. | Treatment intervention can be reported more completely because more controllable and recordable. |
| | Concerned with relationship between outcomes and established goals. | Concerned with relationship between independent and dependent variables. |
| Level of Control | Process more general - minimal amount of control. | Order of events quite specific - great control. |
| Control Subjects | Use of nonequivalent control Ss often used. | Use of equivalent control Ss. |
| Setting | In the work or delivery - system situation, in vivo. | Controlled setting, in vitro. |
| Social Context | Embedded in a social network. | Relatively free from social influence. |
| Personnel | All personnel (intervenors and evaluators) must endorse and cooperate for maximum impact. | Cooperation important but not as crucial because of greater control over situation. |
| | Program usually cannot be started over again. | Research study can usually be restarted. |
| Instrumentation | Usually constructed for specific program (home-made); high content validity. | Standardized measures usually used; reliability and validity already established. |
| Measurement/Data | Less precise. | More precise. |
| | Use of available data permitted. | Decided beforehand (pre-designed and carefully selected). |

immediate impact on the user, the work world and the employee, the university and the faculty? These were highly important questions requiring complex evaluation designs, longitudinal studies, scientific precision extended periods of time, and extensive financial resources. This optimal evaluation design would have reported what CCIS does, how it works, and how people feel about it. It may have even provided information on the long-range impact CCIS has on the user and his/her environment. In short, evaluative research.

Dr. Leo Goldman, serving as a visiting consultant, met with the planning group. Options available were discussed at length. Consensus was reached that what was desired was a thorough case study of CCIS which could provide information for decision-making, serve as a model to those wanting to develop similiar programs, and would explain events and their relationships to goals and objectives, and most importantly, could be conducted at the site of the program.

Two major purposes were stated:

(1) To gather pertinent information on the deveolpment and operation of CCIS which could facilitate the growth of similar programs.

(2) To measure the impact CCIS has had on the Florida State University. Impact measures of students seeking career information or assistance, faculty awareness and utilization, and the extent of research and training provided were to be examined separately.

The evaluation methodology consisted of process evaluation and impact evaluation.

(1) The process evaluation consisted of three sections. First, data collected previously were reviewed and summarized. Second, data

were collected during the spring quarter of 1978 from each participant utilizing CCIS services by means of sign-in sheets (see Illustration 1). This provided demographic information on the description of clients served, utilization rates, phone numbers, addresses, needs, how a student heard about CCIS, etc. Third, the participant observation technique was employed in order to determine materials most frequently used; the length of time spent with identified materials; amount and type of interaction between students, proctors and CCIS Coordinator. The recording data are found in Illustration 2.

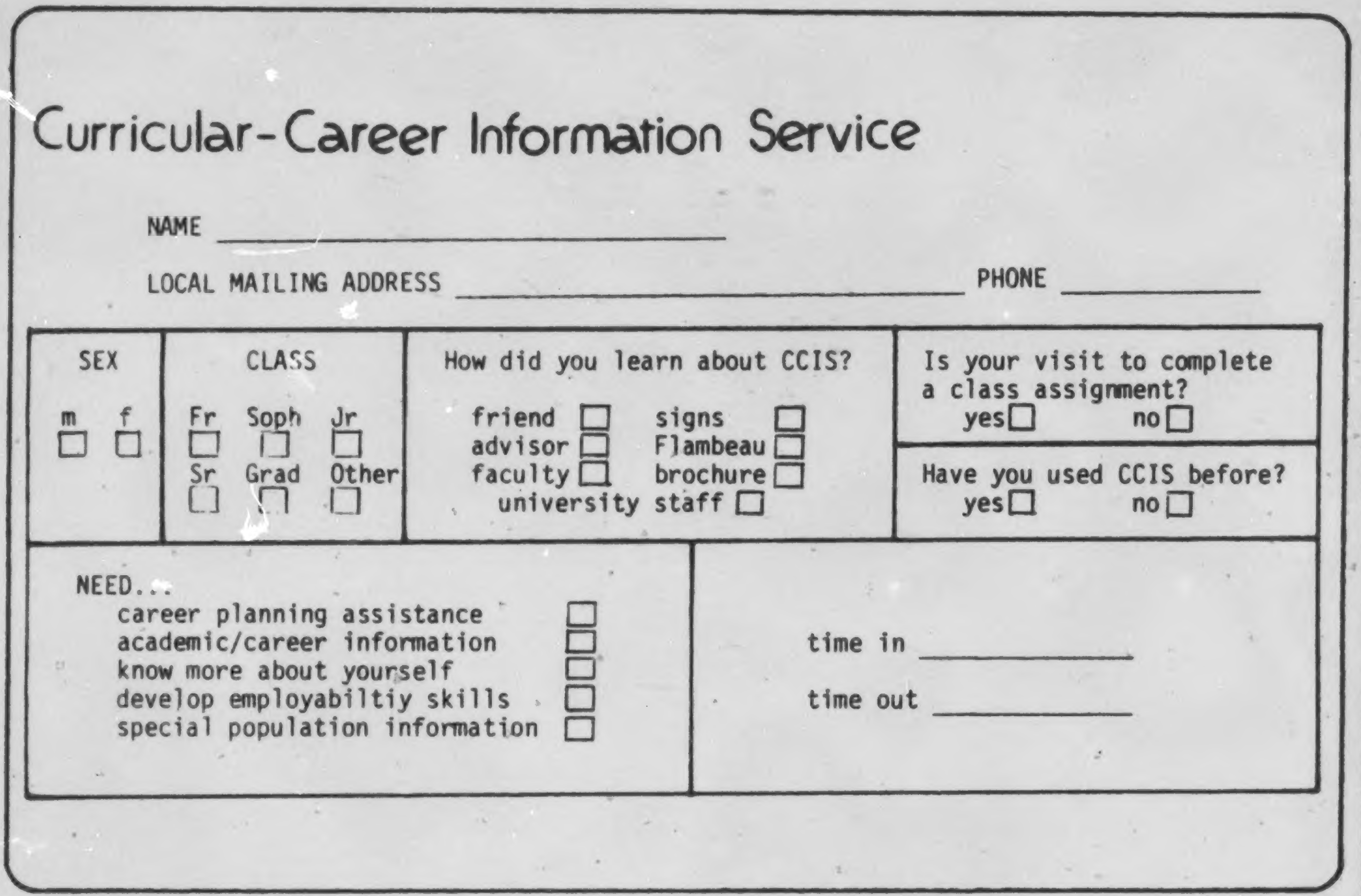
(2) The impact evaluation consisted of four parts (1) student impact assessment; (2) faculty awareness and utilization survey; (3) student awareness survey; and (4) client case studies. Each of these methodologies will be discussed in the following paragraphs.

### Student Impact Assessment Survey

The student impact assessment procedure involved observation by participant observers of students utilizing CCIS career planning services in Bryan Hall. The participant observers were pre-professionals working as CCIS proctors and were responsible for collection of the data. Every student who entered CCIS filled out a sign-in sheet. In addition, hours were randomly selected during which time CCIS proctors gathered data on users of the center through the participant observation procedures. Prior to leaving the CCIS Center, the observed students were requested to complete a survey measuring the effectiveness of materials used. Two restricitons were placed on the randomness of time and proctors selected to work as participant observers. First, at least two

ILLUSTRATION 1

CCIS Sign-In Sheet



## Curricular-Career Information Service

NAME ____________________

LOCAL MAILING ADDRESS ____________________ PHONE ____________

| | | | |
|---|---|---|---|
| SEX<br>m ☐ f ☐ | CLASS<br>Fr ☐ Soph ☐ Jr ☐<br>Sr ☐ Grad ☐ Other ☐ | How did you learn about CCIS?<br>friend ☐ signs ☐<br>advisor ☐ Flambeau ☐<br>faculty ☐ brochure ☐<br>university staff ☐ | Is your visit to complete a class assignment?<br>yes ☐ no ☐<br>Have you used CCIS before?<br>yes ☐ no ☐ |

NEED...
- career planning assistance ☐
- academic/career information ☐
- know more about yourself ☐
- develop employabiltiy skills ☐
- special population information ☐

time in ____________

time out ____________

ILLUSTRATION 2

# Participant Observation Worksheet
## Activities Checklist

Participant Observer Name ______________________ Date ______________

Client Name ______________________ Time (in) ________ (out) ________

| Activities | Frequency | | | | | Total No. | Cumm. Time | Self Rating |
|---|---|---|---|---|---|---|---|---|
| I. Writing | | | | | | | | |
| Completed SDS/SCII | | | | | | | | |
| Complete self study guide | | | | | | | | |
| Write draft resume/cover letter | | | | | | | | |
| Complete pre-assessment test | | | | | | | | |
| List strengths & weaknesses | | | | | | | | |
| List present/long range goals | | | | | | | | |
| Take notes | | | | | | | | |
| Other (specify) | | | | | | | | |
| II. Listen | | | | | | | | |
| Career planning for blacks (a.t.) | | | | | | | | |
| Affirmative action (a.t.) | | | | | | | | |
| First "hour of rest of your life" (a.t.) | | | | | | | | |
| The campus interview (a.t.) | | | | | | | | |
| Life styles & leisure (s.t.) | | | | | | | | |
| FSU majors (a.t.) | | | | | | | | |
| Different careers (a.t.) | | | | | | | | |
| Other (specify) | | | | | | | | |
| III. Read | | | | | | | | |
| Books | | | | | | | | |
| Magazines | | | | | | | | |
| Files | | | | | | | | |
| Bulletin boards | | | | | | | | |
| Handouts/flyers | | | | | | | | |
| Other (specify) | | | | | | | | |
| IV. Observe | | | | | | | | |
| CCIS slide tapes | | | | | | | | |
| The interview game (v.t.) | | | | | | | | |
| Questioning techniques on interview (v.t.) | | | | | | | | |
| Blacks in various careers (v.t.) | | | | | | | | |
| Career pattern & role change of women (v.t.) | | | | | | | | |
| Job options of women (s.t.) | | | | | | | | |
| Job trends supply/demand (s.t.) | | | | | | | | |
| Vocational decision making process (v.t.) | | | | | | | | |
| Old wives' tales & career decisions (s.t.) | | | | | | | | |

*Do you plan on visiting any other resources as a result of visiting CCIS?

| Very Effective | Somewhat Effective | Undecided | Somewhat Ineffective | Very Ineffective |
|---|---|---|---|---|

## Interaction Matrix

| | Student to Proctor | Student to Advisor | Student to Student |
|---|---|---|---|
| Request Initial Information | | | |
| Request Clarification | | | |
| Request Additional Information | | | |
| Appreciation/Satisfaction Verbal/Non-Verbal | | | |
| Disgust/Disappointment Verbal/Non-Verbal | | | |
| Understanding Verbal/Non-Verbal | | | |
| Confusion Verbal/Non-Verbal | | | |
| Provide Clarification | | | |
| Declaration/Statement | | | |

Off Task Behaviors ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ # Cumm. Time

1. Counseling (Topic) ____________ and (Cumm. Time) ____________
2. Test Interpretation ____________ and (Cumm. Time) ____________
3. Resume Critiquing ____________ and (Cumm. Time) ____________

Participant Observer Reflective Questions:

1. Clients' expressions (accepting, hurried, etc.).

2. Clients' system for utilizing CCIS (flow, browse, etc.).

3. List five adjectives to describe your feelings about Participant Observer experience. Add any other thoughts.

proctors had to be on duty when participant observation was being conducted and secondly, the proctors observing had to have at least three months of experience working at CCIS. The student impact assessment survey is presented in Illustration 3.

Faculty Awareness and Utilization Survey

Members of the faculty at Florida State University were surveyed by telephone. A random sample of 100 faculty members was selected from 989 faculty members. The faculty members selected were from the instructor level through full, tenured professors. The survey was designed to measure awareness and attitude toward CCIS as a concept. Faculty members who were aware of CCIS were asked one set of questions and faculty members who were unaware were asked different questions. The intent was to gather information regarding attitudes toward career development as a concept within the university community, test feelings toward integration of career development concepts into classroom instruction, and measure faculty attitudes regarding the university role in career information and employment. A copy of the survey instrument is shown in Illustration 4.

Student Awareness and Utilization Survey

A third procedure utilized was to sample students on campus and inquire about CCIS. Basic demographic information (sex, age, class, major) was recorded. Student awareness of CCIS was recorded and specific reactions were noted. The survey instrument utilized is included in Illustration 5.

In-depth Case Study

The last method utilized in this study was the in-depth case study methodology. The purpose of this segment of the total evaluation project was to complete an intensive case study of at least one student from each of several student problem areas. These in-depth case studies were expected to

## ILLUSTRATION 3

### Student Impact Assessment Survey

Instructions: The following statements address several critical aspects of the internal operation of CCIS. Please read each statement and circle that number which corresponds closest to your true feelings and/or experience.

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. CCIS is conveniently located for student access. | 1 | 2 | 3 | 4 | 5 |
| 2. CCIS staff could have shown more interest in assisting me. | 1 | 2 | 3 | 4 | 5 |
| 3. Locating materials in CCIS was quite easy. | 1 | 2 | 3 | 4 | 5 |
| 4. The supply and quality of equipment (tape/video recorders, projectors, etc.) was inadequate. | 1 | 2 | 3 | 4 | 5 |
| 5. CCIS staff were quite knowledgeable in the area of career development and educational information. | 1 | 2 | 3 | 4 | 5 |
| 6. Materials available in CCIS were outdated and of little use. | 1 | 2 | 3 | 4 | 5 |
| 7. Overall, I was very pleased with the services offered by CCIS. | 1 | 2 | 3 | 4 | 5 |
| 8. CCIS should be made available to assist future FSU students in the transition from the academic world to the work world. | 1 | 2 | 3 | 4 | 5 |
| 9. CCIS would be more appropriate in a vocational school than at FSU. | 1 | 2 | 3 | 4 | 5 |
| 10. Providing career planning, decision making, occupational and educational information is an important function of a university. | 1 | 2 | 3 | 4 | 5 |
| 11. The volume of materials available at CCIS overwhelmed me. | 1 | 2 | 3 | 4 | 5 |
| 12. The physical surroundings of CCIS were conducive for concentration/study. | 1 | 2 | 3 | 4 | 5 |

ILLUSTRATION 4

## Faculty Awareness and Utilization Survey Form

### Part A

Dr.______________________, my name is ______________ and I'm working with Human Conservation Associates in Tallahassee. We are under contract with Florida State University to provide an evaluation of the Curricular-Career Information Service (CCIS). As part of this evaluation we would like to ask you a few brief questions. Would this be OK with you?

1. As a faculty member at Florida State University, are you aware of the services offered by the Curricular-Career Information Services (CCIS)?
   Yes____________________________No______________________
   If no, continue with questions in part B (green sheet)

2. We are interested in the manner in which you have had contact or become aware of CCIS. Please indicate which of the following would apply to you.
   a. CCIS fliers posted around campus____
   b. Student referrals to CCIS _____
   c. Faculty referral resource book ____
   d. Comments from a faculty colleague_____
   e. Faculty consultation with CCIS ____
   f. News article, TV announcements____
   g. CCIS programs for club/honararies____
   h. CCIS mailings____
   i. Other (specify)

The following statements relate to activities provided by CCIS. Please answer with one of the following choices: Strongly Agree; Agree; Uncertain; Disagree; Strongly Disagree.

1. CCIS should serve as a curriculum development resource for courses directed toward integration of career development activities into classroom instruction.
   SA____ A____U____D___SD____
2. CCIS should serve as a resource for faculty in assisting students with questions about career fields.
   SA____A____U____D____SD____
3. CCIS should serve students seeking assistance with development of employability skills.
   SA___A____U____D____SD____
4. A center such as CCIS should be available to assist students in the transition from the academic world to the work world.
   SA___A___U____D_____SD____

## Part A (cont'd)

5. As you understand the role of CCIS, this service is a desirable function to be provided by the University.
SA____A____U____D____SD____
6. The role of a Career Center such as CCIS would be more appropriate in a vocational school than a university.
SA____A____U____D____SD____

I'm going to read you a list of seven student services. Please answer yes if you are aware of the service or no if you are not aware of the service.

| | YES | NO |
|---|---|---|
| 1. Advising Center for Undeclared Majors | | |
| 2. Student Health Services | | |
| 3. Disabled Student Services | | |
| 4. Career Placement Services | | |
| 5. Cooperative Education Office | | |
| 6. Recreation and Leisure Services | | |
| 7. Counseling Services | | |

## PART B

For the following questions please answer:

1. Career development activities should be integrated into classroom instruction.
SA____A_____U_____D____SD____
2. The university should provide a service to assist students with questions regarding career fields.
SA____A_____U_____D____SD____
3. The university should provide a service to assist students with development of employability skills.
SA____A_____U____D_____SD____
4. The university should provide a service to assist students in the transition from the academic world to the work world.
SA____A_____U____D_____SD____
5. I'm going to read you a list of seven student services. Please answer yes if you are aware of the service or no if you are not aware of the service.

| | YES | NO |
|---|---|---|
| 1. Advising Center for Undeclared Majors | | |
| 2. Student Health Services | | |
| 3. Disabled Student Services | | |
| 4. Career Placement Services | | |
| 5. Cooperative Education Office | | |
| 6. Recreation and Leisure Services | | |
| 7. Counseling Services | | |

ILLUSTRATION 5

### Student Awareness and Utilization Form

Sex_________ Age_________ Class_________ Major_______

Have you heard of CCIS? Yes______ No________

If Yes, your reaction: Helpful_______ Not Helpful______

COMMENTS: ________________________________________________

________________________________________________

________________________________________________

________________________________________________

Did a faculty member refer you to CCIS? Yes_____No______

Do you plan on returning to CCIS? Yes_________ No_______

Do you know of any other people who have used CCIS?
Yes____ No____

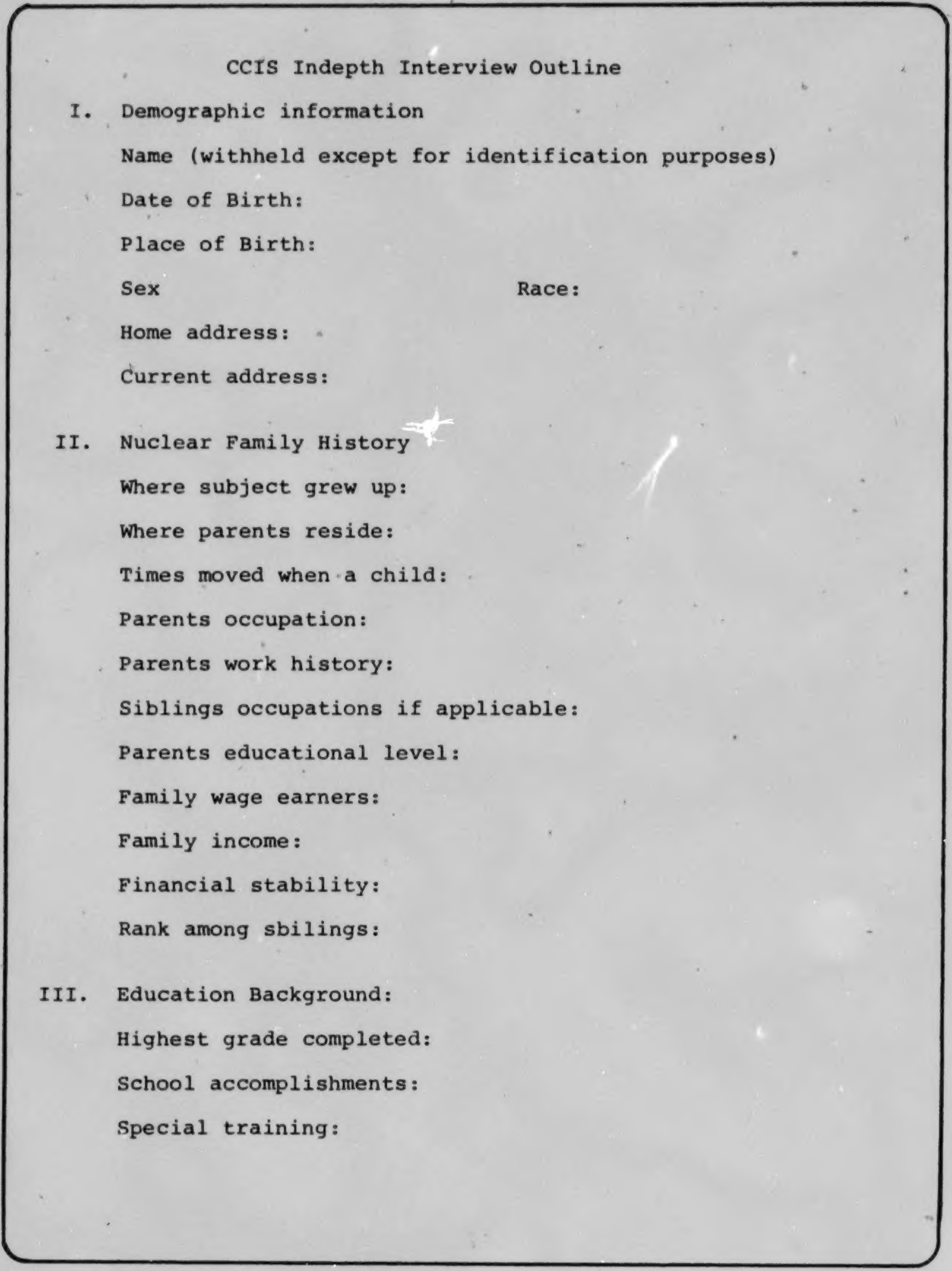
supplant the need for large aggregrate samples. They were also adaptable to the time limits of this project while adding a personal dimension to the total CCIS evaluation. An outline of the questions addressed in the single case study process can be found in Illustration 6.

## Summary

It is felt that this study utilized an approach which effectively integrates proven concepts of evaluative research with evaluation procedures designed to measure important questions about a career development center located on a large university campus. Careful attention was given to sampling procedures and instrument construction. Those portions of the study involving quantitative analysis and statistical procedures provide pieces of information useful in asserting the value or lack of value of CCIS as a program. It is felt that the information is useful to those interested in the operation of a similiar program, provides decision-makers with needed information, and explains events in relation to the goals and objectives of CCIS. In addition, insight into selected student users through the single case study method compliments the objective analysis.

The analysis which follows in succeeding sections is a result of the planning efforts of CCIS staff, Dr. Leo Goldman, visiting consultant, and Human Conservation Associates, Inc. However, the instrument design, sampling procedure and data analysis were conducted by the staff of Human Conservation Associates, Inc. in order to best reflect an objective view of CCIS as a program.

## ILLUSTRATION 6



### CCIS Indepth Interview Outline

I. Demographic information

Name (withheld except for identification purposes)

Date of Birth:

Place of Birth:

Sex Race:

Home address:

Current address:

II. Nuclear Family History

Where subject grew up:

Where parents reside:

Times moved when a child:

Parents occupation:

Parents work history:

Siblings occupations if applicable:

Parents educational level:

Family wage earners:

Family income:

Financial stability:

Rank among sbilings:

III. Education Background:

Highest grade completed:

School accomplishments:

Special training:

Peer development:

Problems in school:

IV. Work Experience

Will seek chronological information on all jobs held and duration.

Relationship to present vocational goals.

Military Experience (if appropriate)

V. Medical History

Past treatment and Circumstances:

Hospitalizations:

Current medical problems:

Prothesis (if applicable):

Medications:

Present Health:

VI. Emotional Status

Previous psychological or psychiatric history:

Present appetite and sleeping habits:

Tendencies toward depression:

Suicidal tendencies:

Fears:

Anxieties:

Disturbing thoughts or fears:

Dreams:

Sexual adjustment:

Socialization:

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# III. Description of CCIS Services

## Organization and Development of CCIS Services

From its opening day in January, 1973, CCIS has undergone considerable expansion and modification in the number and kinds of services offered. If nothing else, the one statement that can be made regarding CCIS is that each quarter has produced a new service, new materials, or a new program component. In addition, there have been several changes in location, facilities, and equipment, which have impacted on the delivery of services.

While this seemingly constant growth might appear to be an empire building effort, almost all changes are in response to (1) an expressed need from CCIS users, (2) a natural extension of existing services, or (3) the increased availability of career-related resources to practitioners.

The initial conceptualization and framework (modules, card catalogues, etc.) have allowed for growth in CCIS without appearing like an old house with many new additions. New programs or services are easily integrated into the existing system, and, more importantly, are easily accessible to users. Currently there are thirteen individual modules available to students at CCIS. These modules include: (1) CCIS Introduction, (2) Career Decision-Making, (3) Self-Assessment, (4) Information Service, (5) Linking Education and Work, (6) Employment Outlooks, (7) Leisure Planning, (8) Career Planning for Black College Students, (9) Career Decision-Making for the Adult Woman, (10) Career Planning for Disabled Students, (11) Exploring Career Interests through Work, (12) Employability Skills, (13) Campus and Community Resources. A brief description of each module is available in Appendix A.

It is important to note that all decisions regarding services which CCIS does and will provide are in accord with original CCIS "structuring decisions." They are:

1. Information dissemination is the basic purpose of the program.
2. Innovative and extensive use of multimedia materials will be used in the delivery of services.
3. Student-to-student contact should be maximized in the delivery system.
4. Materials included in the program should be mostly self-help in nature and not dependent on the availability of highly trained professional counselors.
5. The program should be located in outreach settings.

Since formal career counseling (appointment with a highly trained professional) is inconsistent with these mandates, it is not a service provided by CCIS.

Essentially, the purpose of CCIS is to provide students with a career guidance experience which they may direct and manage. To accomplish this mission, CCIS delivers its services through a walk-in center and an extensive outreach program, as well as through several collaboration efforts with other student service offices.

## In House Services

In-house services delivered through the walk-in center in Bryan Hall include providing information, referrals, academic and career planning assistance.

The kinds of information disseminated include both specific information about occupations and general information related to academic or career planning. Specific career information takes the form of pamphlets, job briefs, articles, books, filmstrips, and audiotapes. Categories of this kind of information are career options for each major; special career and educational opportunities for minorities, women, and the disabled; descriptions of other colleges, universities, trade and technical schools; financial aid resources; employability skills materials; internship and work experience programs; testing information; leisure programs; F.S.U. academic programs; and F.S.U. service offices. All of the above is accessible through the CCIS modules and the CCIS library card catalogue system. A list of available information resources utilized by CCIS are provided in Appendix B. A list of publishers of career information is presented in Appendix C.

Referrals are made as appropriate to other student service offices, selected faculty members in each department, and community resource persons who are employed in a variety of career areas.

Academic and career planning assistance includes exploring options with individuals, sharpening decision-making skills, reviewing self-assessment information, critiquing resumes, developing job hunting strategies, and exploring leisure possibilities.

All in-house services are provided by the CCIS proctors. CCIS proctors are graduate students who are personally committed to the area of career development and frequently come from counseling, higher education, public administration, and psychology programs. A more complete description of CCIS staff will be presented in Chapter IV of this manual. It should be noted that proctors are available to assist students between the hours of 8 a.m. and 5 p.m., Monday through Friday. Use of CCIS is not restricted to FSU students, although these services were designed for college students. The present center can comfortably accomodate about 20 people at one time and the atmosphere is fairly informal.

## Outreach Programs

Other services provided by CCIS can be classified as various forms of outreach efforts. These include the career events, career programs to organized groups, a career planning course, and several other activities. As noted previously, these outreach programs were not included in the evaluation design due to time and financial limitations.

Career events are provided each quarter through the center and the schedule is distributed throughout the campus. These events include (1) special weeks, (2) clinics, and (3) workshops.

Special weeks involve career topics on which the center may focus some attention. The career topics are chosen primarily as a response to some current trend in which students are interested, i.e., environmental careers. Special weeks are used as a means of informing users that CCIS has information which can be of assistance. They can also be used to attract a specific population to CCIS, i.e., Blacks, handicapped,

Special weeks are usually scheduled to coincide with another campus activity such as the health fair, registration or on-campus interviews. Often, special handouts will be available during that week which will provide more information about resources in CCIS or the community as well as provide some current facts about occupational trends or work environments. A sampling of the handouts developed to advertise the special weeks and career events are located in Appendix D.

Special clinics are information dissemination and question-answer sessions lasting about one and one-half hours. They are designed to convey basic facts in a group setting. Following-up to clinics is usually made on an individual basis with participants returning to the center at some later time. The focus of a clinic may be the same as the topic for that special week. Every quarter at least one new clinic is offered.

Special workshops differ from clinics in that they are usually longer (two hours) and much more interactive. Participants engage in some discussion, written exercises, and resource utilization during the workshops as well as receive more individual attention. Workshops have typically been addressing the undecided major population, or those who might be tentatively committed to a particular major/career.

As with direct services in the CCIS center, all career events are open to any individuals who wish to attend. The schedule of career events offered during spring quarter, 1978 are shown in Illustration 7.

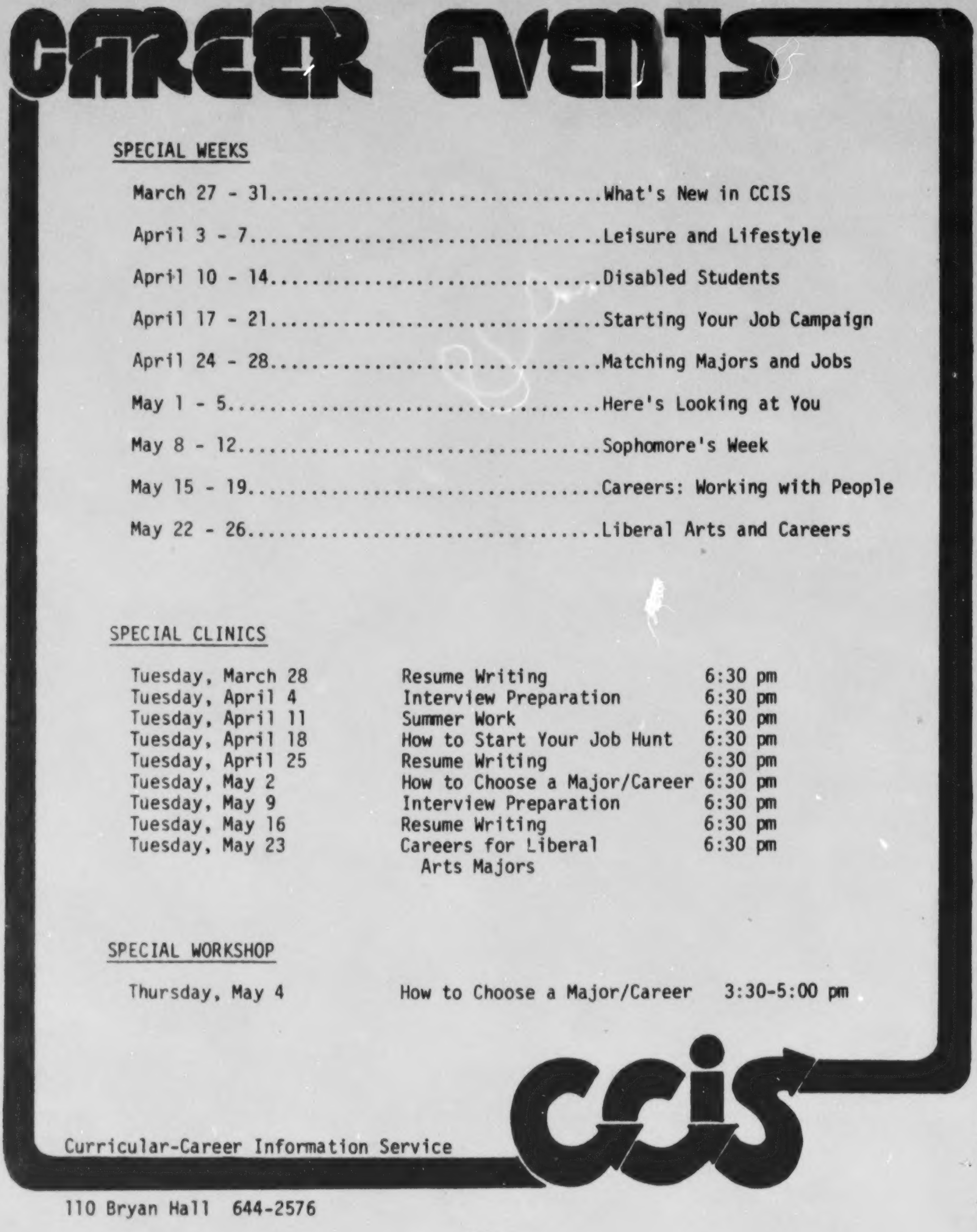
Career programs to organized groups are made on an on-demand basis. A list of possible programs CCIS can bring to a group is sent to all campus organizations, student service offices, residence halls, and academic departments. The flyer listing the career programs available to groups is presented in Illustration 8.

While CCIS is regularly scheduled to meet with several organized groups (HOE 300, Psi Chi, Kellum Hall), an effort is made every quarter to make presentations to a previously unscheduled group. Programs are also made to community groups or organizations on request, although no active attempt is made to include these groups in outreach efforts.

The career planning course at FSU is a variable-credit, repeatable course offered through the College of Business and the College of Education. Principal instructional responsibility for the course rests with the director of CCIS, director of Career Placement Services, and graduate assistants/interns. CCIS provides the major portion of resources needed for completion of class assignments and is available for use during class sessions. CCIS modules are incorporated into courses.

Other outreach efforts include a variety of activities which are not offered on a regularly scheduled basis as are the previously identified programs. The one exception is the openhouse which is scheduled at the beginning of every quarter as part of new student orientation. The intermittent activities include seminars, information tables, information displays and a newsletter.

ILLUSTRATION 7



# CAREER EVENTS

## SPECIAL WEEKS

| | |
|---|---|
| March 27 - 31 | What's New in CCIS |
| April 3 - 7 | Leisure and Lifestyle |
| April 10 - 14 | Disabled Students |
| April 17 - 21 | Starting Your Job Campaign |
| April 24 - 28 | Matching Majors and Jobs |
| May 1 - 5 | Here's Looking at You |
| May 8 - 12 | Sophomore's Week |
| May 15 - 19 | Careers: Working with People |
| May 22 - 26 | Liberal Arts and Careers |

## SPECIAL CLINICS

| | | |
|---|---|---|
| Tuesday, March 28 | Resume Writing | 6:30 pm |
| Tuesday, April 4 | Interview Preparation | 6:30 pm |
| Tuesday, April 11 | Summer Work | 6:30 pm |
| Tuesday, April 18 | How to Start Your Job Hunt | 6:30 pm |
| Tuesday, April 25 | Resume Writing | 6:30 pm |
| Tuesday, May 2 | How to Choose a Major/Career | 6:30 pm |
| Tuesday, May 9 | Interview Preparation | 6:30 pm |
| Tuesday, May 16 | Resume Writing | 6:30 pm |
| Tuesday, May 23 | Careers for Liberal Arts Majors | 6:30 pm |

## SPECIAL WORKSHOP

| | | |
|---|---|---|
| Thursday, May 4 | How to Choose a Major/Career | 3:30-5:00 pm |

CCIS

Curricular-Career Information Service

110 Bryan Hall 644-2576

# CAREER PROGRAMS

The CCIS staff will bring a special career program to your group. Select one of the listed titles or request a unique workshop especially for your members.

Sessions include lots of information, hand-outs, multi-media materials, discussion, and resources.

SPECIAL CAREER PROGRAMS

- Where are the jobs?
- How to Choose a major/career.
- What can I do with a major in...?
- How to start your job hunt.
- Non-traditional careers
- How to set goals for your future
- Where and how to get work experience in your field
- How to get into graduate school
- Resume writing clinic*
- Sharpening your interviewing skills
- The job outlook for...majors
- Men/women and careers
- Careers in the...field (health, communications, etc)
- Starting your job - things to do
- Is college worth it?
- Resources for financial aid and internships
- Self-assessment workshops on values, interests, abilities personality, lifestyle
- Special program for...majors.
- Special program for undecided students
- Special program for minority students
- Special program for disabled students
- Careers in working with children
- Careers in working with the elderly
- "I want to work with people"

*Resume writing clinics are limited to academic clubs/organizations. Clinics are offered monthly in CCIS for everyone.

If you're interested and would like more information call 644-2576 or stop by CCIS, 110 Bryan Hall, and talk with Dorothy Domkowski.

**CURRICULAR-CAREER INFORMATION SERVICE** CCIS

Seminars are scheduled through the Center for Professional Development and Public Service for the off-campus population. In the past, these seminars have centered around career exploration for adult women.

Information tables are set-up in the high-traffic university union courtyard area, at the Cooperative Education Career Fair, at Career Placement Service's placement conferences, and at Orientation's Activities Fairs. The tables are staffed by a CCIS proctor who usually will answer career related questions and make referrals. CCIS publicity materials and module sheets are also distributed and some resource materials may be available for people to review.

Information displays are hung in the university union area. CCIS maintains an outside bulletin board in the main complex as well as arranges to use a display case in the union. In addition to publicizing up-coming events, current information is displayed about some topic, i.e., job forecasts.

The newsletter "Career Signs and Signals" has only been published twice to this date, and in very limited quantity due to budget constraints. However, it did provide career-related tidbits and schedules of happenings in CCIS, Cooperative Education, and Placement Services. Copies of the newsletter were distributed to student service offices and academic departments.

## Indirect Student Services

CCIS has been engaged in several other services which are aimed at advancing the state of the art in the profession or furthering the use of career centers in organizations. These services are collaboration efforts with other university offices or departments, evaluation/research, and consultations to other professionals interested in delivery of services through a career resource center.

Collaboration efforts with other university offices or departments include joint programming, publications, and special projects. Joint programming has been done for the university population and other agencies. An example of a joint program is a recent workshop held for local high school guidance counselors in which information relevant to the high school-to-college transition was presented. CCIS staff covered the career decision-making process and provided resource lists and examples of recently developed materials.

CCIS is involved in the publication of several key university resources. These are Faculty Referral Directory and the Undergraduate Academic Program Guide. Both resources are distrubuted to student service offices and academic departments. CCIS has also been involved in university articulation efforts and as a result, developed a brochure with the admissions office to be used primarily with potential FSU students.

Special projects include the FSU Majors on Audiotape Series and compilation of career information on academic departments. The Audiotapes were developed and made available to about twenty Florida community colleges and high schools and have become resources in their career resource centers. The CCIS staff has also supplied information to faculty members and other university staff in prepared reports, publications, or presentations relevant to their professions.

Research/evaluation efforts are limited but have been executed on various aspects of the program. The initial CCIS evaluation (Smith, 1973), follow-up studies of users (Popp, 1975), a study on the use of a model-reinforced videotape (Fisher, Reardon, and Burck, 1976) and a number of informal surveys produced data to modify existing services and provided information to other career development professionals. Each of these is summarized in Chapter V: Process Evaluation.

Consultation to other professionals is a constant occurance, both to individuals who visit the CCIS center, to those who write and ask for specific information, and to those who attend a CCIS program at a regional or national conference. A list of meetings at which CCIS was discussed is provided in

Appendix E.

## Training Services

CCIS serves as an internship site for graduate students from several academic areas as well as a placement for students participating in the College Work-Study Program. Other students have become a part of CCIS through their involvement in special studies or simply as volunteers. All of these individuals comprise the CCIS staff. Since the provision of services is highly dependent on both the number and quality of this staff, a training program exists to develop their knowledge, skills, and expertise in the career development area.

Regardless of the projected involvement they may have in CCIS, all staff members participate in the training program. This is true even of those students wishing to use CCIS as a research site. The philosophical basis for this policy rests on the assumption that the more the individual is informed about the history of the program, the present activities of the program, and all the people affiliated with the program, the better they will perform their duties and responsibilities.

The training program also offers the staff time to interact with each other, which, because of their diverse backgrounds and different work schedules, may not happen naturally.

Individuality of the staff members is of paramount importance. Staff members are encouraged to develop their individual approaches to duties, as well as areas of interest. By doing this, students are able to further develop skills in those areas they identify, and CCIS benefits from the development of resources and programs on many divergent topics.

In light of these comments, this section will outline some information on training development in CCIS, including goals, training components and methodology, individual development, and staff evaluation.

Training Goals. Because CCIS is an internship site and because most services are delivered by interns, goals of the training programs and goals for the internship experience become one. They are:

1. To become involved in the workings of a career resource center at a large, public university.
2. To become more knowledgeable about the various career education and career development activities at federal, regional, and state levels.
3. To acquire professional experiences in the development of career related resources and programs for college students.
4. To interact with various university and community resource personnel who have an impact on career development for college students.
5. To develop greater proficiency in assisting college students with their career planning concerns through a variety of activities.

Training Components and Methodology. To achieve the stated goals, three main training components exist. They are a pre-service training program, an orientation session, and an in-service training program.

The pre-service training program was designed as a seven session program for use with staff prior to their working in CCIS. It has been used when potential staff members have been identified at least eight weeks before their actual placement begins.

The session topics are: introduction to CCIS, procedures, CCIS information resources, tuning into others, the interview, beneath and beyond the stated, and referrals.

The sessions make use of some basic information or concepts which is discussed among participants. Trainees then engage in some action, either actual operation of equipment, simulation, or roleplaying. In between training sessions, trainees have assignments to complete which include reading, visits to offices, or completion of activities in CCIS.

While this training component is most complete and well prepares new staff members to begin work immediately after completion, it has been difficult to implement recently. This is due primarily to the two month lead time needed to identify new staff members. Most students seek placement two weeks before they are scheduled to begin and college work-study personnel usually do not report to CCIS until their first day of work. Therefore, the orientation session is used more freguently.

The orientation session consists of 3 hours of basic information including a backgroung of the CCIS program, overview of roles and responsibilities, a tour of the center and student service building, and explanation of current services and center operations.

The session is followed by a two-week period during which time trainees learn to operate equipment, become familiar with the modules and resources, learn referral procedures, and complete a series of training questions. They also observe other staff members who are working in CCIS in order to become aware of questions user's ask, how referrals are handled, how resources are used, and generally, what happens in the center.

Completion of the orientation phase enables trainees to begin the actual work in the center or any other activity in which they are interested. Because the orientation program does not have a simulation and a feedback track built in, staff members are more closely monitored during the first several weeks of working at CCIS than those who have completed the pre-service training program. Both groups, however, are equally served through the in-service program.

The in-service training program takes the form of weekly staff meetings which anyone currently affiliated with the CCIS program attends. In addition to communicating up-coming events, the meetings take a seminar format where exchanges take place on some related topic.

In general, the topics cover anything related to career development at a post-secondary setting and are aimed at increasing knowledge of current happenings or further developing skills in assisting individuals with career concerns. Every attempt is made to cover topics requested by staff members. Topics for the in-service training are grouped into six broad categories. These are library organization and resources, individual and group skill development, career resource center operations, professional development, resource speakers, and resource visits.

Library organization and resources include topics such as the Dictionary of Occupational Titles (D.O.T.) system for classifying occupational information and review of new resources.

Individual skill development includes administration and interpretation of the Self-Directed Search and Strong-Campbell Interest Inventory, critiquing resumes, conducting clinics, and working with a blind student.

Career resource center operations include criteria for selection of career resources, developing publicity campaigns, preparing for an advisory council meeting and establishing faculty linkages.

Professional development consists of those activities related to the development of the individual as a professional and includes sessions on professional associations, job-hunting, attending conventions, etc.

Resource speakers and resource visits would involve other services, offices, or organizations for the purpose of clarifying information and making appropriate referrals. Such resources would include the Career Placement Service, the ROTC units, Peace Corps, U.S. Employment Service, Student Community Interaction, and the Career Education Center.

Because some staff members come to CCIS with previous related experiences, they may be called upon to prepare an in-service session. For example, sessions were conducted on leisure planning and working with adult women by staff members who had significant expertise in these areas.

Individual Development. Several students spend as much as one year working in CCIS. During their time in the program, there is an attempt to provide as many experiences as they want to develop competencies as a career development professional. While the initial quarter in CCIS is used to become familiar with services and operations and to assist users with problems or questions, the second and subsequent quarters ideally lead to the creation of some new program elements which can become a continuing part of CCIS. Examples of such work include guides, slidetapes, resource directories, and workshops. The key in the development of these elements is that the individual identifies and develops them with the support of CCIS personnel. Some interns have worked on as many as four projects and have been involved in programming as well. Both the individual and CCIS gain from these involvements.

Staff Evaluation. Evaluation of trainees is made on an individual basis dependent upon their experiences and the degree to which they reach the mutually identified goals. First quarter trainees are evaluated on their knowledge and their use of the center and of the assistance given to individuals. For the others, evaluation is contingent upon progress made in their identified interest area(s).

The CCIS coordinator provides on-site supervision of staff members through informal weekly contacts. Consultation occurs as needed during the quarter and a formal evaluation session closes each quarter. If the staff member is an intern, the evaluation form provided by their academic department is reviewed.

The final supervision session also gives the trainee a chance to evaluate their experience in CCIS. The evaluation session also serves as a planning session for the next quarter in-service training program or helps to identify any special training the trainee desires.

As with other CCIS programs and services, the training development activities are constantly modified to reflect past experiences and respond to current needs.

## Summary

In conclusion, CCIS does provide a wide array of services through in-house resources, outreach programs, and several other means. These services are always consistent with the initial mission statement and, of course, influenced by the availability of adequate financial and personnel resources.

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# IV. Staffing, Facilities, and Funding

## Organizational Overview

In an introductory text on human service organizaitons, Hasenfeld and English (1977) described people processing and people changing organizations as one of the hallmarks of modern society. Without question, people come in contact more and more with a wide spectrum of organizations, agencies, sub-agencies and units of human service providing groups. Within this system of human service providers there is a need to evaluate the outputs of agencies to insure they (1) are organized in such a way which most effectively addresses client needs and (2) are organized to meet society's accountability requirements.

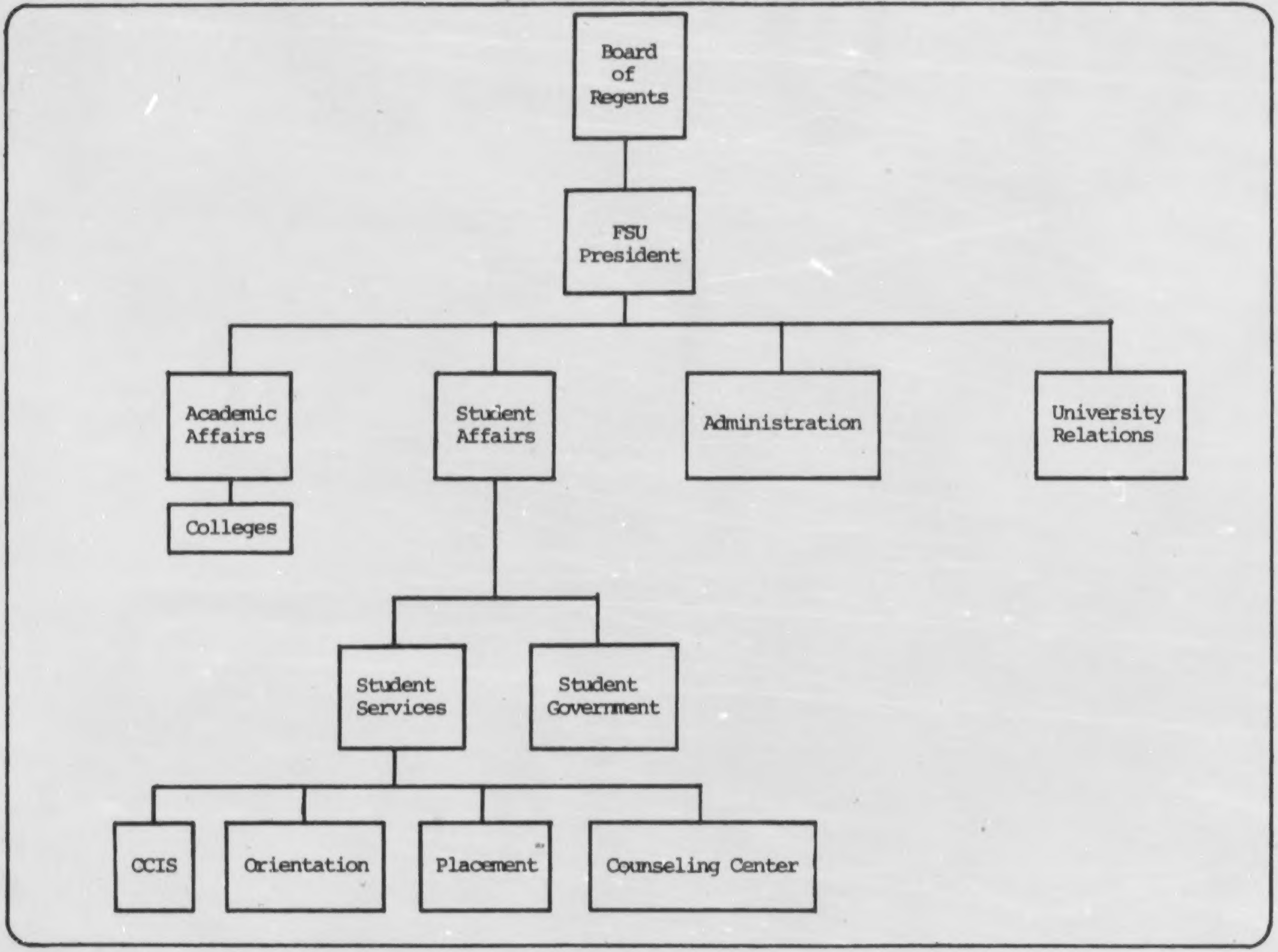
In this section, the organizational make-up of CCIS will be examined by reviewing staffing, facilities, funding, and program growth. The procedures selected for this case study incorporate the theoretical approaches utilized in structural and functional analysis of organizations (Cox, Erlich, Rothman, and Tropman, 1977).

In general, this section will look at the organization, staffing, and corresponding responsibilities. This will be followed by a narrative and diagrammatic conceptualization of the physical environment. Funding sources and a brief analysis of the program's growth since its inception in 1972 will also be addressed. It should be noted that unlike the previous chapter which merely described available CCIS services, the current chapter findings will be used to foster recommendations for the purpose of program improvement.

## Organization

CCIS is a program within the Division of Student Affairs under the direction of the President of Florida State University. As Illustration 9 indicates, the President is responsible to the Florida Board of Regents which is the statewide policy development and management organization responsible for the

ILLUSTRATION 9
Organizational View of CCIS


Board of Regents
FSU President
Academic Affairs
Student Affairs
Administration
University Relations
Colleges
Student Services
Student Government
CCIS
Orientation
Placement
Counseling Center

State University System, which includes Florida State University and eight other universities.

The funds providing support for the majority of the positions within the university system are approved by the state legislature for academic, professional and career service positions. Funds are set aside for the occassional use of professional and non-professional staff on a temporary or other personnel service (OPS) basis.

Florida State University originated as a state college in 1857. Prior to 1947, it was known as the Florida State College for Women, but during the legislative session of 1947, it was changed to a co-educational institution. Since that time, it has been recognized as The Florida State University and has undergone a continuous expansion of it's programs. Considering this background, a discussion of the emergence and subsequent development of CCIS is presented.

The CCIS program began as a pilot project under auspices of the Division of the Student Affairs. It was a program designed to help a select group of residence hall students involve themselves in a self-directed search for academic and career information.

Staffing Patterns

In 1972, the staffing for the CCIS program included a half-time project director, a full-time career guidance specialist, two half-time graduate assistants, a doctoral student, a residence hall counselor and eight residence hall assistants with support from one half-time secretary.

From this pilot project, CCIS has developed into a relatively complex organization. It should be emphasized that as the unit has grown in services and complexity, the overall leadership and supervision has remained stable. CCIS is still managed by a half-time director who is supported by a program coordinator, while the variety of services offered has expanded considerably.

The major impetus for this growth has been the inter-departmental use of graduate students from several departments to staff CCIS. CCIS has thus assisted in training a number of specialists in the areas of administration, research, vocational and career counseling. The growth of staff at CCIS is depicted in Illustration 10.

CCIS Director. Robert C. Reardon, Director of CCIS, is an Associate Professor, Department of Human Services and Studies, Florida State University (See vita, Appendix E).

Dr. Reardon possesses fifteen years of progressively responsible experience in the area of counseling, career development, consultation, supervision, program development and administration. By personal observation for purposes of this evaluation and by review of previous work experience and publications, it appears that he is eminently qualified to provide the overall administrative direction for CCIS.

Coordinator. Dorothy Domkowski, Coordinator of CCIS, is the only full-time professional staff member employed in CCIS. She is the third person to occupy this position since 1972. Her background includes a master's degree in counselor education with concentration in multi-media career education program materials and program development. She also possesses an undergraduate degree in art education which plays an important part in her overall contributions to CCIS (See resumé, Appendix G).

The coordinator's responsibilities include supervising day-to-day activities of the career resource center. She also coordinates programmatic activities with other student affairs offices, student organizations and departments of the university. Additionally, she supervises graduate students and work study staff.

Basic to her function within CCIS is the role of group facilitator and presentor in career programs both on and off campus. She also has assumed a

## ILLUSTRATION 10

## Staffing Pattern Growth

| Staff | 71-72 (Pilot Project) | 72-73 | 73-74 | 74-75 | 75-76 | 76-77 | 77-78 |
|---|---|---|---|---|---|---|---|
| Director | 1/2 (free) | 1/2 (free) | * | 1/2 | 1/2 | 1/2 | 1/2 |
| Coordinator | * | 1 | * | 1 | 1 | 1 | 1 |
| Graduate Assistants | 2 | 2 | * | 5 | 5 | 4 | 5 |
| Interns | 0 | 0 | * | 5 | 8 | 10 | 18 |
| Student Assistants | 1** | 1** | * | 2 | 3 | 0 | 0 |
| College Work Study | | | * | 2 | 3 | 0 | 2 |
| Volunteers | 8 (RA's)*** | 8 (RA's)*** | * | 0 | 3 | 0 | 3 |
| Temporary Staff | 0 | 0 | * | 0 | 0 | 2 | 3 |

*Unknown
**Residence Hall Counselor
***Resident Hall Assistants

role in the development, preparation and display of graphic and advertising presentations which stimulates interest in CCIS. Evidence of her abilities to organize materials and resources in an understandable and appealing manner is found throughout the CCIS environment. What is more important is the positive effect this type of organization seems to have on the students who are working in the center.

Ms. Domkowski also assists in teaching one course on career planning and prepares the CCIS budget as well as related administrative duties.

Graduate Assistants. With the intermittant exception of summer quarter, two to four graduate students provide support in the development of resources for CCIS. Working at CCIS represents an integral part of the students coursework and professional development. Observed responsibilities of graduate assistants included such essential services as CCIS librarian, research, and CCIS proctor.

The graduate assistants are partially reimbursed for their services by way of stipends or grant funds intended to defray their school expenses. They are offered an opportunity to expand their experiences. These students spend approximately fifteen hours a week working at CCIS.

Interns. An ever increasing number of students within the areas of counseling, career development, vocational education, higher education, and college student personnel are participating in CCIS training. They represent the bulk of CCIS manpower and interact directly with students seeking CCIS services.

The majority of these interns work as proctors and serve eight to fifteen hours a week in the CCIS center as initial contact for students. They discuss the student's needs, and help direct or refer the student to appropriate resources. In many cases, they will give the student an initial overview of the function of CCIS as it pertains to their specific career or academic needs. They also provide the student with handout materials and information on where resources are stored in CCIS. Proctors also assist in developing and conducting outreach programs, new resource materials, and research.

The number of interns at CCIS has more than tripled in the past four years of operation. It is necessary to note that the increasing number of interns has allowed for a continued increase in services provided by CCIS despite crucial budget reductions sustained between 1975 and 1977.

College Work Study, Volunteers and Temporary Staff. This group of workers consists of various students who, because of previous interest or experience with CCIS, are assigned responsibilities in proctoring the center or assisting in publicity or library efforts. College work study and temporary staff are paid modestly on a funds available basis, while volunteers donate their time and expertise.

Significant credit is deserved by this group of students as well as the previously described students because so much of the day-to-day activities and services would not exist without them. Organizationally, as well as philosophically, they provide real student-to-student assistance. This use of the peer relationship seems extremely useful in a center of this type.

Support Staff. Sandra Collins, a full-time secretary II by state career service classification, is assigned to CCIS. Her responsibilities include typing, filing and general office support for the director, coordinator and designated part-time staff (i.e., assistant coordinator, librarian, etc.).

## Facilities and Equipment

CCIS is housed within the ground floor of Bryan Hall which is located near the extreme east end of the FSU campus. These facilities are not optimal for several reasons which are described below.

The physical layout of materials as well as the location of these materials can be seen in Illustration 11. The workspace consists of approximately 1418 square feet of usable space not including the hallway which is used for visual displays and is kept clear for traffic.

A lounge is available with two couches and an assortment of chairs, and tables are available for reading or reviewing material. Restroom facilities are found close-by and are adequate for use by both students and staff. Handicapped access is provided via an entrance forty feet from the main desk.

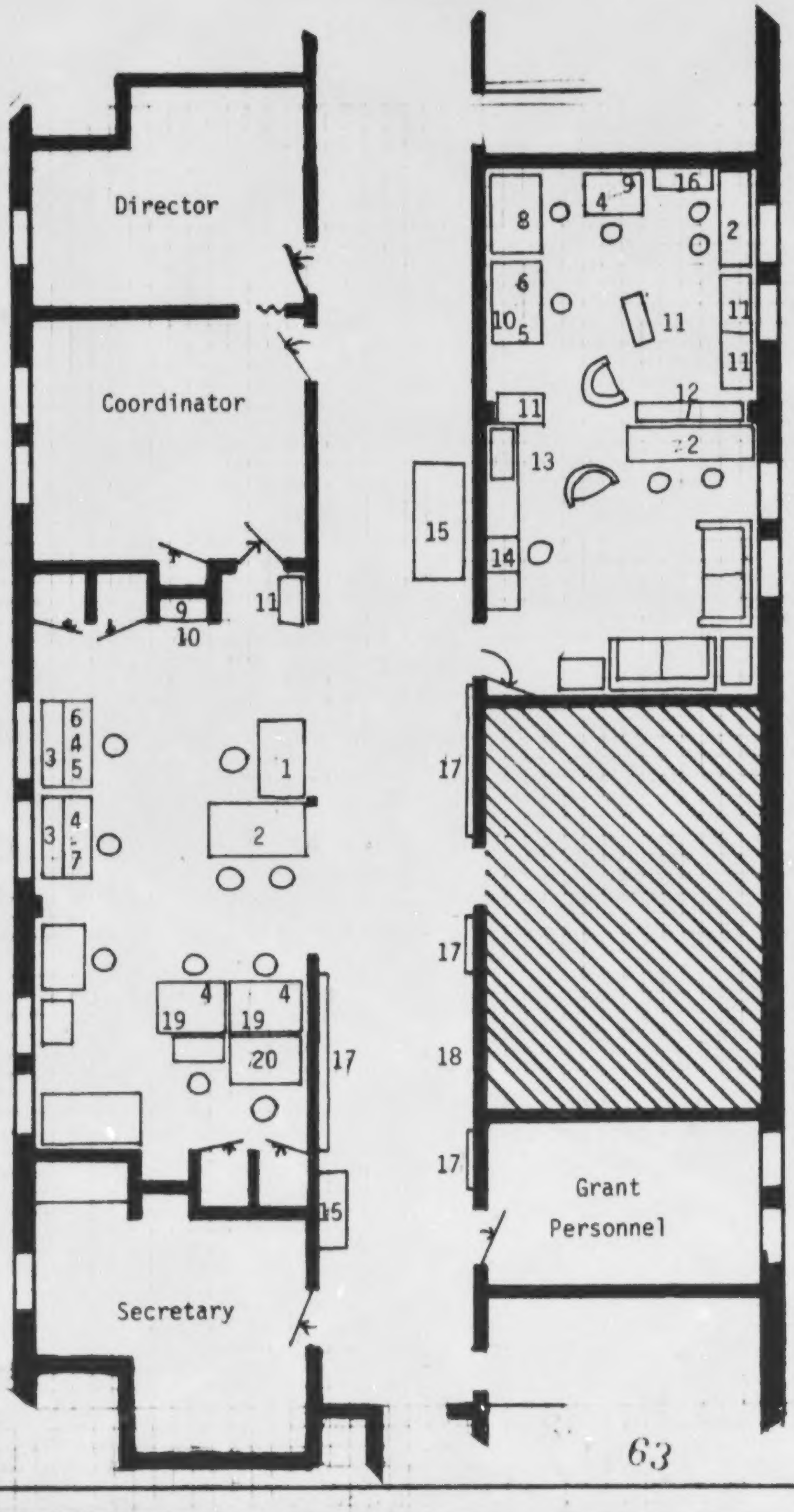
The CCIS materials are presented in a variety of ways which infer activity. This is to say that materials can be obtained from a variety of physical approaches. Some are placed on shelves or in filing cabinets requiring standing or stooping positions. Other printed materials are found at chair level or in mobile cabinets which can be utilized from a wheelchair or from a seated position. Uniquely integrated into this setting of resources is a series of eight viewing and listening carrels set-up with chairs and equipment that allows the student to view video tapes, films, slides, and to listen to audio tapes at their own pace. For a list of equipment available to the students using CCIS refer again to Illustration 11.

A brief analysis of the facilities and equipment is necessary to complete a review of this nature. From observation during spring quarter, it seems appropriate to mention two main criticisms of the facility. First, the amount of floor space is about seventy-five percent adequate. An additional 500 to 600 square feet would allow a much better display of the various learning and self-study centers with less feeling of being cramped. It would also provide more space for group presentations. A second point is that the mainstream of student activity is not at the east end of campus. A more appropriate location would be near the student union, or any other location more central to FSU's student pedestrian traffic.

For the most part, the equipment seems to be in good repair. There were

ILLUSTRATION 11

Physical Layout of CCIS


Director
Coordinator
Secretary
Grant
Personnel
8
4
9
16
2
6
10
5
11
11
11
12
11
2
13
15
14
9
10
11
6
4
5
3
1
3
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17
17
18
17
4
4
19
19
20
17
15

Equipment

1. Help Desk
   CCIS Proctor
2. Work Tables
3. Slide Projector
4. Audio Cassette
   Players
5. Video Cassette
   Players
6. Video T. V.
7. Filmstrip/Cassette
   Tape Player
8. Slide/Cassette
   Tape Player
9. Audio Cassette/
   Filmstrips
10. Video Cassettes
11. File Folders
12. Books
13. Card Catalogue
14. Microfiche Reader
15. Module Sheets/
    Brochures/Flyers
16. Magazines
17. Bulletin Board
18. Wall Display
19. Materials for
    Visually Disabled
20. Librarian Work
    Space

were some minor problems which could be handled by the proctor when a student needed to use a particular learning instrument. Some of the equipment has been in use since the beginning of the CCIS program and has held up well considering its use by so many different people.

Finally, it appears that in watching and talking with students who visited or walked through CCIS, they were attracted by the displays on one of four bulletin boards or on the two free brochure tables. Again, it was clear that exceptional effort has gone into presenting CCIS concepts to passers-by and to interested students in an appealing manner. These displays are prepared in a professional way and change periodically. Visual stimulation in this regard is highly commendable and well within the goals of CCIS to create interest in one's career or academic pursuits.

## Program Funding

The Florida State University provides CCIS with "Education and General" (E&G) funds, which are the basic support money for FSU programs. FSU also provides money in the "Administrative and General" (A&G) and "Instructional and Research" (I&R) categories, which in the past CCIS has requested and received. Also in the past, the program has received "Activities and Services" (A&S) money, which is allocated by the FSU Student Government. Recently, CCIS staff have written and received grant funds from state and federal sources, which is then monitored by the University Contracts and Grants Office.

The CCIS program budget is broken into three major categories (See Illustration 12). Other Personnel Services (OPS) include assistants, paid interns, consultants and part-time and temporary staff positions. Expenses (EXP) include telephone, subscriptions, duplicating, xerox, travel, supplies and overhead. Operating Capital Outlay (OCO) includes equipment and furniture purchase, and books and resources exceeding $20.00. CCIS permanent staff includes a 1/2 time director, full-time coordinator, and full-time secretary.

## ILLUSTRATION 12

## CCIS Budget History

| | | Income Source | | | Operating Budget | | | Personnel | | |
|---|---|---|---|---|---|---|---|---|---|---|
| ear | Total Budget | University | Grants | Other | OPS | OCD | Exp. | Dir. | Coor. | Sec. |
| 2-73 | $20,000 | A&S | $13,200 Student Grant | $5,000*<br>1,800** | $3,000 | $3,800 | $ 6,000 | Free Time | $ 7,200 1/2 Time | Donated by Univ. |
| 3-74 | 36,615 | I&R $15,645<br>A&G 7,381 | None | None | 2,500 | 8,766 | 11,760 | Free Time | 10,300 | $3,289 1/3 Time |
| 4-75 | 46,025 | I&R 5,983<br>A&G 14,953 | None | None | 4,999 | 4,411 | 11,519 | $ 8,600 1/2 Time | 10,789 | 5,700 |
| 5-76 | 39,898 | E&G 16,015 | None | None | 7,850 | 510 | 7,655 | 9,100 1/2 Time | 10,236 | 4,547 |
| 6-77 | 39,363 | E&G 8,700 | None | None | 3,715 | 800 | 4,185 | 9,800 1/2 Time | 14,000 | 6,863 |
| 7-78 | 89,450 | E&G 10,150 | HEW-OE!<br>59,300<br>Fla. St. DOE<br>20,000!! | None | 5,600 | 550 | 4,000 | 10,400 1/2 Time | 14,695 | 7,211 |

*President's Auxiliary Fund, FSU
**Residence Halls, FSU
!Blind Project Funded by HEW, Office of Career Education
!!Evaluation Grant, Funded by State of Florida, Department of Education

These positions are salaried by university payroll in the Faculty, Administrative and Professional, and Career Service categories, respectively.

The initial costs of the program were considerably higher in the early years of its existence (OCO, Expense columns). In addition, during the first year of operation, a considerable dollar amount was donated in space, furniture and equipment, which is not reflected in the OCO category. The Vice-President of Student affairs in the 1972-1973 academic year successfully convinced the Student Government to allocate $13,200 in A&S funds which facilitated the establishment of the CCIS. That same year, the Vice-President of Student Affairs was also successful in convincing the President of FSU to grant $5,000 from the President's Auxiliary Fund to CCIS. The Office of Resident Student Develpoment also donated another $1,800. In this first year secretarial time was donated by the university counseling center.

By the 1975-1976 academic year, CCIS expanded into two centers, operating a "duplicate" center in the university union. During the 1976-1977 school year the CCIS program budget was cut by approximately 1/2 which resulted in the closing of the union center. This center was fairly expensive because union staff costs were approximately $4,000 (OPS) and rent approximately $2,400 (EXP). With the loss of staff, the center was forced to terminate evening clientele. With the budget cuts came efforts to seek external funding sources through grants. In the 1977-1978 year, CCIS was successful in being awarded grants from the Florida State Department of Education and the Health, Education, and Welfare Office of Career Education (HEW - OE - OCE). A brief overview of these grant projects will be discussed below. Alternative funding sources available are presented in Appendix H.

The Florida Department of Education grant of approximately $20,000 for the evaluation of the CCIS program and the establishment of a University Career Development Services Advisory Committee. The grant employed a graduate assistant and secretary, and provided for the contracting with a private consultation firm and two external consultants. The U.S. Office of Career Education grant of approximately $59,500 was for the development of career education resources for the blind. The HEW grant employed a full-time project director, three graduate assistants, and a full-time secretary.

## REFERENCES

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Hasenfield, Y. and English, R. A. *Human Service Organization*. Ann Arbor: University of Michigan Press, 1977.

# V. Process Evaluation

In this section, the results of the process evaluation will be discussed. As outlined previously in Chapter II, the process evaluation will consist of (1) a review of data previously collected at CCIS, (2) data obtained from sign-in sheets completed by all students utilizing CCIS during spring quarter 1978, and (3) participant observation data collected of thirty-four spring quarter students as they utilized available CCIS services. Process evaluation refers to those procedures employed to gather pertinent information which will impact on the daily operation of in-house CCIS services. Suchman (1967) has stated "making sense" of the evaluative findings is the basic reason for adding a concern with process to the evaluation study. Process evaluation attempts to answer the why's and wherefore's of program evaluation which frequently result in a program being discarded as a failure.

## Analysis of Previous Research

The following paragraphs outline and summarize major research products developed, initiated, and stimulated by Florida State University's Curricular-Career Information Service (CCIS). Such a review reflects the extent of research being conducted in CCIS as well as provides a base from which the current evaluation project can be compared. This review ends on page 82.

The papers reviewed fall into three major categories: (1) theoretical, (2) exploratory, and (3) experimental, and are useful for purposes of program planning, development, and evaluation.

Theoretical - Report #1

Exploratory - Reports #4 and #6

Experimental - Reports #1, 2, 3, and 5

More specifically, the research reviewed centers around a description of clients utilizing services; the identification, development, and evaluation of program models (materials, organization, and procedures); and the adequacy of program facilities.

## REPORT #1

## CCIS ANNUAL REPORT, 1977-1978

by

ROBERT REARDON AND DOROTHY DOMKOWSKI

## PROJECT OVERVIEW

The purpose of this report was to summarize the activities and accomplishments of CCIS from June, 1977, through June 9, 1978. The report was focused on the extent to which program objectives identified in the 1976-1977 annual report were met. Results show that CCIS has accomplished all of the stated objectives for the year, at least to a limited extent; and has demonstrated the effectiveness of the career center approach to meeting the career planning needs of FSU students. Major problems as well as accomplishments are stated and subsequent recommendations are made. In addition, the results of third party evaluation of CCIS are expected to increase the data base of information regarding the effects of CCIS and increase its national visibility.

## RESULTS - ASSESSMENT OF OBJECTIVES

Objective 1: Increase group and individual contacts.

The total number of contacts for 1977-1978 in comparison to the preceeding year by 5% (5410: 5267).

Individual direct services contacts decreased by 6% (3251: 3463) while group contacts increased by 16% (2159:1804).

Increase in group contacts is said to be a direct result of increased outreach programming activities. Decrease in individual contacts is said to be in part a result of closing the CCIS-Union location.

Objective 2: Explore use of a systematic marketing procedure.

A marketing survey was conducted during spring quarter in conjunction with the CCIS evaluation project. Results are not yet available. The purpose of the survey was to determine the most effective marketing strategies used by CCIS to date.

Objective 3: Conduct an evaluation fo the CCIS model which can be published in a professional journal.

Based on an outside evaluation of CCIS by Human Conservation Associates an article will be prepared for submission to a scholarly journal. The report is expected to place CCIS in the limelight of national developments in the career service fields.

Objective 4: Improve career planning sources for disabled students, especially the blind.

A grant for $59,000 from U.S. Office of Education enabled CCIS to modify existing materials and create new resources specifically for visually disabled students. Final report is not yet available.

Objective 5: Increased national exposure of the CCIS program.

Presentation made at the American Personnel and Guidance Association convention held in Washington, D.C., in March, 1978. A grant proposal for $140,000 was submitted to the Office of Education but was not funded. Two other proposals were submitted to the State Department of Education, Division of Vocational Education: one involved the dissemination of a leisure planning module and the second involved a statewide conference for career planning practitioners. Although the first was not funded, there is a possibility that the second project will be funded by the Division of Vocational Education. CCIS did achieve considerable national exposure because of grant related activities and was especially visible in the State of Florida.

Objective 6: Develop closer working relationships with academic departments to assist their students in career planning.

Eleven meetings were held with representatives of various academic programs to exchange information. A joint program was also conducted with the Urban and Regional Planning Department.

Objective 7: Develop additional referral contacts with community career resource persons.

Sixty letters were sent to individuals identified as potential resource persons and twenty individuals responded and agreed to be listed in CCIS as a contact for students wanting information about their career area.

Objective 8: Complete a follow-up study of selected alumni using Holland's system to analyze work histories.

A study was completed of 256 FSU alumni.

Objective 9: Complete a national survey on the use of career resource centers in higher education.

A survey questionnaire was developed by Dr. Robert Reardon, Dr. Vernon Zunker of Southwest Texas State University, and Ms. Mary Ann Dyal. In October, 460 questionnaires were mailed and 302 returned. Data has been collected and analyzed and an article has been submitted to the *Journal of College Student Personnel*. A summary of the results of that study were mailed to all 300 respondents.

Objective 10: Develop a module of leisure planning for use in CCIS.

This module was developed during the fall quarter, pilot tested in the winter quarter, and is now available for use in CCIS.

## MAJOR PROBLEMS

### Economic

1976-1977 operating budget was cut by 46%. In 1977-1978, the budget was increased by only 14%. For 1978-1979, an increase of 28% is being requested to recover some of the operating funds in the past. Budget constraints have limited the dollars available for needed stall positions, graduate assistantships, new materials, facilities, etc.

### Marketing

Information is needed to effectively market CCIS services. In addition, monies are needed to properly publicize and carry out those identified marketing techniques which are effective.

### Lack of Updated Career Materials

Due to budget constraints, CCIS has been unable to purchase new materials or update old materials.

## PROJECT SUMMARY

The level of budget support for the program is a critical problem from which all others seem to stem. Moreover, uncertainty continues to exist as to whether or not the university wants to fund a career planning services program and provide the needed administrative and budgetary support. However, even within these financial constraints, all of the objectives for the year were met at least to a limited extent.

Additional accomplishments were included regarding CCIS development, staffing, marketing, and evaluation.

## FUTURE PROJECTS

Goals for 1978-1979 will be related to both budget allocation and the outcome of the current CCIS evaluation.

## REPORT #2

## FOLLOW-UP SURVEY OF CCIS USERS (SPRING QUARTER, 1975)

by

LINDA POPP

### PURPOSE

To assess reactions to the various materials and methods of CCIS as well as determine the scope of the actual population served. Designed primarily for program level use in modifying procedures and setting future goals, this study is the third follow-up.

### METHOD

Two hundred subjects were randomly selected from a sign-in roster list of 2184 at both Bryan Hall and the Union CCIS centers.

### RESULTS

One hundred of the questionnaires were completed and returned representing a 50% return rate.

The following information was obtained:

Characteristics of These Students Returning CCIS Questionnaire

68% from the arts and sciences and professional school.

62% females responded.

38% males responded.

2% Blacks responded

10% of respondents had not yet decided their majors.

49% has used CCIS services only once.

## Sources of Information about CCIS Services

21% of respondents learned about CCIS from the Flambeau, the source which CCIS uses to advertise its services.

79% of respondents reported other sources other than the Flambeau, mostly through pure chance and word of mouth, from friends, academic advisor, or in class.

Many students commented that CCIS should better advertise its services.

## Perceived Relevance of CCIS Materials and Methods

78% agreed that materials were relevant and up-to-date.

82% agreed that the CCIS proctor helped them.

## Perceived Effectiveness of CCIS Services

23% found CCIS services not helpful on their first encounter and of those, 58% believe it will be useful to them later.

64% said they would be returning to CCIS.

75% affirmed that they felt able to make personally satisfying future plans.

## PROJECT RECOMMENDATIONS

1. Steps should be taken to increase the number of minority students using CCIS.
   a. Special intake programs.
   b. Employ at least one minority student as a proctor.
   c. Confer with Black Student Student Union to get their opinion.

2. Better advertise CCIS services by
   a. Advertising specific benefits to students for using CCIS.

b. Communicate exactly what CCIS offers.

3. Initiate a broader program for those students finding the Self-Directed Search lacking.

## CONCLUSION

Respondents found CCIS helpful to them and a positive experience.

## SUMMARY

A questionnaire was mailed to two hundred randomly selected recipients of CCIS services for the purpose of assessing their reactions to various materials and methods used by CCIS as well as determine the scope of the actual population served. Results showed that of the one hundred respondents, more females than males and few minority students completed and returned the questionnaires. A majority of the respondents found the materials and methods used by CCIS helpful and reported that they felt able to make personally satisfying future plans. Recommendations for modifying procedures and setting future goals were made. This study represented the third follow-up conducted of its kind.

## COMMENTS

The results of this survey must be viewed with some caution because of its 50% response rate which is not significantly high to warrant broad generalizations to the entire population of students using CCIS. Nevertheless, some useful observations can be made for purposes of program planning development and evaluation.

This data alone, however, would not be enough to warrant changes in materials and methods used by CCIS.

# REPORT #3

## CURRICULAR-CAREER INFORMATION SERVICE
## DEVELOPED BY DIVISION OF STUDENT AFFAIRS
## FLORIDA STATE UNIVERSITY
## JULY, 1972 - JUNE, 1973

## SUMMARY

This report examines the development, implementation, and evaluation of CCIS for the period covering July, 1972, through June, 1973. Results of both process and product evaluations showed that CCIS had been successful in moving through its establishment phase of development and on meeting some of the important goals identified for the pilot year. A decision was made to continue CCIS for 1973-1974.

## EVALUATION

Both formative (process) and summative (product) evaluations were carried out on the CCIS program.

## PROCESS EVALUATION

### Purpose

Focused on students' reactions to the modules and their effectiveness in meeting the specified goals.

### Method

Data was collected from five sources: (1) CCIS users in Landis Hall; (2) the CCIS staff, including the CA's; (3) members of the FSU staff and administration who viewed CCIS; (4) faculty advisors of Landis students; (5) non-FSU personnel who visited CCIS.

Several instruments were modified or instructed in the process of collecting data.

### Results

CCIS users in Landis Hall response; the CCIS attitude questionnaire was completed by all Landis students. This instrument is a six item instrument using a five point Likert scale and based on the CCIS behavioral objectives and reactions to the academic advisement program.

### Findings:

45% reported using CCIS. Of those,

77% reported spending between a few minutes and two hours in CCIS.

70% agreed or strongly agreed that CCIS materials were helpful to college students with 23% neutral on this point and 8% disagreeing.

80% of students using CCIS agreed that the materials lent themselves to self-directed use.

84% of all students sampled agreed that academic advisement material should be included in CCIS.

94% of all students sampled also agreed that CCIS should be recommended to an FSU freshman needing career development assistance.

CCIS - Staff Response

The CCIS staff had weekly meetings, the purpose of which were to share feedback, review procedure, and generally monitor the effectiveness of the program. Analysis of CCIS log between January 23 and May 14, 1973 indicated 282 student contacts and 92 other visitors to CCIS. Contacts were found to be most frequent on Saturdays and least frequent on Sundays.

Faculty and Administrative Response

Of the 133 CCIS questionnaires sent out to administrative staff and faculty members, 52 in total were completed and returned from 15 administrators and 37 faculty members representing a return rate of 39%.

Results indicated that 63% of faculty agreed that CCIS should be recommended to students needing career development assistance. Administrators were very positive regarding the usefulness of CCIS and its expansion on campus. Faculty were non-committal on this point.

Module Evaluation Results

Module I (Introduction) - reactions were very positive.

Modules II and IV - reactions quite satisfactory.

Module III (Self-Assessment) - results revealed mixed reactions. Further analysis of this module and the Self-Directed Search would appear to be called for.

Module V - no user reactions were completed which were suitable for analysis since it was completed late in the trial periods.

### Other Observations

A need for careful selection, supervision, and training of student assistants was indicated.

Counselors and faculty must be informed that CCIS is primarily an information program and not a counseling service for undeclared majors.

Difficulties in purchasing materials through the university were found.

Technical and coordination problems in developing slide tapes and videotapes were encountered.

The residence hall location of CCIS was one of the most frequently mentioned attractions of the program.

CCIS received significant statewide and national attention even in its first year of development.

Presentations were made at three national meetings, one state-wide workshop, and several regional workshops. This is consistent with CCIS goal of seeking national and state visibility and improving its public relations.

## PRODUCT EVALUATION

### Purpose

To determine if there were differences between CCIS users, CCIS non-users, and the students on Kellum who did not have acces to CCIS.

## Method

Data was collected from five sources including: (1) CCIS users in Landis Hall; (2) CCIS non-users in Landis; (3) students in a comparison group, Kellum Hall, who did not have access to CCIS; (4) members of FSU staff and administration who viewed CCIS; and (4) non-FSU personnel who visited CCIS.

Differences between CCIS users, CCIS non-users and students in Kellum were determined on three general sets of measures: (1) career maturity; (2) stage of career decision; and (3) the CCIS behavioral goals. Post-test design.

## Findings

Analysis of variance indicated no differences on career maturity or stage of career decision scores among the three student groups. A Dun Multiple Comparisons Procedure indicated that Landis CCIS users had learned more about the career decision making process in the past five months than Landis CCIS non-users (01) and Kellum students (0.1).

## Observations

Undeclared majors are an appropriate target group for the CCIS program.

Kellum black students scored significantly lower than sampled white students on the career maturity measures. These students, it was suggested, might become a focal point for future CCIS activities.

## CONCLUSIONS

The results of the evaluation show that CCIS had been successful in achieving many of its goals and especially helpful in enabling student users to learn more about career decision-making processes and the availability of other career development services.

## COMMENTS

When compared to subsequent evaluations it becomes apparent that:

1. CCIS goals have remained consistent.
2. CCIS problems are recurrent. Its major problems continue to be of a budgeting and marketing nature. Moreover, the uncertainty continues to exist as to whether or not the University wants to fund CCIS and provide administrative and budgetary support.
3. It has been able to demonstrate the effectiveness of the career center approach to meeting the career planning needs of FSU students.

## REPORT #4

## GRANT: A METHODOLOGY FOR INTEGRATING CAREER EDUCATION IN REGULAR ACADEMIC PROGRAMS IN LARGE UNIVERSITIES

SUBMITTED BY FLORIDA STATE UNIVERSITY
CURRICULAR-CAREER INFORMATION SERVICE
TO U. S. OFFICE OF EDUCATION

Proposed Budget: $142,901

Duration: 12 Months

Project Coordinator: Robert C. Reardon

Outcome: Proposal Rejected

### SUMMARY

CCIS proposed a project which would demonstrate, with the joint collaboration of the faculty in six academic areas and the staff of CCIS a methodology for integrating career education into regular working-learning processes in a large public university.

More specifically, the project sought to demonstrate a rationale and process through which undergraduate teaching faculty in a graduate-oriented university can effectively infuse career education into their instructional activities.

Instructional units with modules would be developed and listed to use in classroom and/or learning center. The primary goal of the project was to demonstrate a faculty and program development process for integrating career education into regular instructional activities at a large public university

## REPORT #5

## INCREASING INFORMATION - SEEKING BEHAVIOR
## WITH A MODEL - REINFORCED VIDEOTAPE

BY THOMAS J. FISHER

PUBLISHED IN JOURNAL OF COUNSELING PSYCHOLOGY
1976, VOL. 23, NO. 3, 234-238

### PURPOSE

To investigate the effects of model-reinforcement counseling techniques using a color videotape without follow-up counseling, on the subsequent vocational information-seeking behavior of college students voluntarily coming to a career information resource center.

### METHOD

Three treatment groups were identified and all students randomly assigned or selected from those students voluntarily coming to CCIS for career planning help.

Group A - included Module II with a 15 minute specially produced model videotape. The student viewed the tape without any contact with a counselor either before or after the experience. The tape began with a male counselor introducing himself and generally discussing CCIS. He was then joined by a male sophomore to reenact a typical interview at CCIS.

Group B - included CCIS Module II without the videotape.

Group C - included CCIS materials excluding Module II.

## PROCEDURES

Students entering OCIS were helped by proctors to select the appropriate educational/vocational information they needed.

## SUBJECTS

Twenty-one males and 21 females were chosen from the population of 824 students visiting OCIS. Those subjects choosing Module II were alternately assigned to Groups A and B. Group C were randomly assigned subjects who did not select Module II. Seven males and 7 females were assigned to each treatment group.

## DATA COLLECTION

The criterion behavior for this study was the frequency and type of information-seeking behavior.

Frequency - total number of incidents of information-seeking behavior during two week period following the visit to OCIS.

Type of Information-Seeking Behavior - referred to the number of different types of relevant behavior categorized as (1) write; (2) observe; (3) read; (4) listen; (5) visit, and (6) talk.

Frequency and Type of Information-Seeking Behavior was determined by follow-up interviews conducted approximately two weeks after the visit.

## RESEARCH QUESTIONS

### Primary Hypothesis

All students who viewed the Module II model-reinforced videotape would engage in more information-seeking behavior than either of the other treatment groups.

## Secondary Hypothesis

Concerned with sex differences in rate and type of information-seeking behavior for the three treatment groups.

## RESULTS

Two x three analysis of variance used to test mean differences in type and frequency of information-seeking behavior for male and female subjects across the three treatment groups. Separate analysis was completed for each sex by individual treatment to identify any possible differences in sex responses.

### Results Show

1. Significant differences in the frequency and type of information-seeking behavior among the three treatment groups. In terms of treatment effect, the Module II videotape group appeared to be the most effective treatment, the Module II group treatment ranked second, and the CCIS comparison group was least effective.

2. No significant sex interaction effects among the three treatment groups.

3. Significant differences using Duncan Multirange Test between Groups A and B and Groups A and C. Statistical analysis focusing on either sex difference revealed:

   Significant differences for males frequency of information-seeking behavior for Groups A and B and Group A and C.

Significant difference in type differences for females in Group A and C. None for males.

## CONCLUSION

Students coming to CCIS and who were subsequently exposed to model-reinforced videotape engaged in more vocational informational seeking behavior.

By sex, students, responded differently to the modeling procedures on the type and frequency of information.

## SUMMARY

The effects of a model-reinforced videotape on increasing vocational information-seeking behavior were studied by CCIS. Forty-two students were randomly selected from the population of students using CCIS (824). Subjects were assigned to one of three treatment groups in post-test only design. Results showed increase in the type and frequency of information-seeking behavior for students viewing the model videotape in comparison to other students not viewing the videotape but using the program. Differential effects of the treatment categories were noted within male and female subjects.

## COMMENTS

The author purports that the implications of this study suggest that "many college students can benefit from the use of specially designed vocational guidance materials that exclude counselor interaction." A case can be made that since the counselor appears in the videotape show, the term or concept of exclusion is not justified. This is important, since the article attempts to confute or challenge the primary or one-to-one delivery systems in the career development area. Although there is not direct one-to-one interaction (in person), there is indirect one-to-one interaction. Hence, the research does not confute this primary delivery system approach as it had intended but, rather, explores a less costly alternative to that approach, a distinct difference which is not addressed by the authors

One inference that could be drawn is that counselor interaction even if indirect, as well as peer interaction (model-reinforcement) is conducive to increasing the type and frequency of information-seeking behavior. For which students, though, is another issue.

No rationale is provided in the paper for choosing Module II as the treatment group including the model-reinforced videotape. The author, however, mentions in the beginning of the paper that Modules I and II are suggested for the "more undecided" student, that is more undecided about choice of a college major and future vocation. It is quite possible that those students selecting Module II are more prone to benefit from the model-reinforced videotape since they are more uncertain about their career plans than those students selecting Modules III and IV. It might be a function of characteristics associated with such uncertainty that accounts for their engaging in more educational, vocational information-seeking behavior.

In summary, since it is assumed that the information-seeking potential of all subjects visiting CCIS is equal or that the initial concerns of all subjects were homogeneous, plausible confounding variables exist which cast doubt on the finding of the study and severely limits the generalizations that could be made. In summary, Fisher fails to demonstrate that the results of the study can be generalized for various types of students utilizing CCIS services.

The results show only that using a model-reinforced videotape with Module II material on a self-directed basis is effective in increasing the type and frequency of educational/vocational information-seeking behavior among those students using those Module II materials. The results can only be generalized to similar populations at similar universities.

In addition, the interviewers used were all master's or doctoral students in counseling programs at Florida State University. It can be assumed that they were highly skilled in interview techniques. The use of less highly skilled interviewers could have influenced the results.

## REPORT #6

## THE STATUS OF CAREER PLANNING PROGRAMS AND CAREER CENTERS IN COLLEGES AND UNIVERSITIES

BY ROBERT REARDON, VERNON TUNKER,
MARY ANN DYAL

### PURPOSE

To ascertain the status of career planning programs and career centers in higher education and the status of the career education concept. More specifically this study sought:

1. To determine the extent to which career centers are being identified as separate, autonomous units in four year institutions of higher learning.

2. To determine the scope of career planning programs in the institutions surveyed.

3. To determine the degree to which the formal career education concept is being discussed on campuses.

### METHOD

A questionnaire was prepared by the authors to survey the use of career centers in higher education institutions during the fall of 1977.

The questionnaire was mailed to twenty percent randomly selected four year institutions of higher learning in the fifty states, Puerto Rico, and Guam, to the attention of each chief student affairs officer.

15% faculty members.

13% volunteers.

Statistically significant differences were obtained for small, medium, and large institutions in two staff categories with the large schools reporting extensive use of paraprofessionals and graduate students.

Perceived Role of the Career Center in Career Education

54% of the respondents favored creation of a separately budgeted career center.

46% did not.

Those Institutions Having a Group Studying the Need and Function of Career Education at the School

33% had such a group.

67% do not.

Faculty Acceptance of the Present Career Planning Services Program

21% very positive.

42% positive.

22% adequate.

7% unsatisfactory.

8% unknown.

Perceived Effectiveness of Present Program

25% very satisfactory.

40% satisfactory.

21% adequate.

14% unsatisfactory.

## RESULTS

Questionnaires were answered by 60% of 302 of the 458 institutions surveyed. Two hundred ninety-nine were completed in full. The following information was obtained:

Those institutions having a separately budgeted office or unit called a career center.

Findings

152 (51%) indicated having such a unit or center.

44% of those have been created in the past three years.

Those institutions having a centralized program of career planning services through an existing unit or office.

Findings

249 respondents (83%) said yes.

35 respondents (12%) said no.

15 respondents (5%) did not respond.

A significant difference was obtained for school size by administrative control, which showed that in small schools, career planning was more likely to be under the academic or student affairs dean while in middle-sized and large schools, career planning was more likely housed in the placement office or counseling center.

Type of Staffing in the Career Center or Career Planning Services Program

78% full-time professional staff.

25% part-time professional staff.

18% paraprofessionals

28% graduate students

29% undergraduate students

Significant difference was found between school sizes and perceived effectiveness of present program. Those programs in larger schools were rated more satisfactory.

Expected Priority of Career Planning Services in the Future

68% felt that in the next two years there would be a higher priority.

17% disagreed.

14% were unsure.

## CONCLUSIONS

The study documented the increasing appearance of career centers as distinctive administrative units with major campus responsibility for career planning services and programs.

Educational/occupational information services, resume writing, and interviewing assistance are the most frequently mentioned career planning services.

Career education concept is being discussed on some campuses.

Career placement offices and chief of student affairs offices are providing the administrative support for career centers and career planning programs.

Large insitutions (800 or more enrollment) reported somewhat more varied career planning programs and higher respondent satisfaction with those programs.

Larger institutions also reported more extensive use of graduate trainees and paraprofessionals which suggests that a part-time staff requiring in-service training, a varied program of offerings, and respondent satisfaction may be linked together.

## SUMMARY

A questionnaire was mailed to 458 randomly selected four year institutions of higher learning to the attention of chief student affair officers for the purpose of ascertaining the status of career planning programs and career centers in higher education as well as examining the concept of career education. Results showed an increase in the number of career centers which are separate administrative units with major responsibility for career planning services and programs. The scope of career planning programs in the institutions surveyed was found to be more varied in larger institutions (800 and over). Frequently mentioned career planning services were also noted. It was also found that the concept of career education is being discussed in some institutions.

Although the study is exploratory in nature and results must be viewed with some caution, several useful observations can be made with reference to the status of career planning programs and career centers in colleges and universities on a nationwide basis. The authors also recommend areas for future research.

## COMMENTS

As the authors themselves state, the results of this nationwide survey of chief student affairs officers should be viewed with some caution because of its exploratory nature. In addition, a response rate of 60% is not sufficiently high to warrant broad generalizations. Nevertheless, several useful observations can be made about the current status of career planning programs and career centers in colleges and universities.

## REPORT #7

# THE COUNSELOR AND CAREER INFORMATION SERVICES

BY ROBERT C. REARDON

PUBLISHED IN JOURNAL OF COLLEGE STUDENT PERSONNEL

NOVEMBER, 1973

## SUMMARY

The author proposes to identify and synthesize some of the essential elements in the college counselor's role in view of the so called "current developing priorities of career education and accountability."

Reardon offers a theoretical model for a counselor's involvement in a career information service. This model is composed of two propositions and various resulting corollaries. The first proposition states that the role of the counselor is to promote and enhance the cognitive and affective development of persons. The second proposition states that the college counselor role also includes system development; that is, the development of a guidance program that revitalizes the university as a social system.

The propositions and corollaries enumerated throughout the article are directed at answering five interrelated questions.

Question 1: What is the best content of information service?

Answer: A variety of data including (a) affective and cognitive facts; (b) personal-social and educational-vocational information; (c) useful data for both students and management personnel in the social system.

Question 2: Which students, faculty, and administrators should receive the information?

Answer: All persons in need of facts for purposes of indirect and direct decision-making.

Question 3: How should the information be presented?

Answer: Information should be presented in broad-based, flexible, easily accessible, innovative forms or modes.

Question 4: When in the school year or life of the student should information be most available?

Answer: Career information service should direct its work to the times of discontinuity in a person's life.

Question 5: Why should a college counselor develop or maintain a career information service?

Answer: Because it provides an important vehicle for counselors to influence and promote student and system development. This role in the development of career information systems is politically and practically imperative.

## COMMENTS

The article states the general overall role of a counselor and from that deduces a rationale for that role to include involvement in the development of career information systems. According to Reardon, one could infer that the counselor's involvement includes that he/she be researcher, planner, administrator, and distributor of career information. However, a solid rationale for these interrelated yet distinct roles was not developed.

## Sign-In Sheet Data Analysis

The development of the CCIS student sign-in sheet was guided by two major concerns: (1) to make the sign-in sheet as brief as possible and (2) to gather data which would have impact on the daily program operations and plans of the center. The final student sign-in sheet was presented previously in Illustration 1. The student's name was requested in order to determine the number of return visits each student made during that quarter. The student's address and phone numbers provided the research team a means for follow-up contact if necessary. Demographic information was limited to recording sex and class rank of participants. The success of advertisement was measured by asking how students learned about CCIS. It was deemed essential to determine whether students were required to attend CCIS as part of a class assignment. Students also indicated whether they had used CCIS services previously. The final information recorded was the type of need for assistance being expressed by students. Consultation with CCIS staff resulted in the identification of the five following problem areas: career planning assistance, academic/career information, know more about yourself (self assessment), develop employability skills and special population information. The proctor on duty for the day was responsible for monitoring the completion of each sign-in sheet.

Prior to discussing the results, a brief description of each problem area is presented for purposes of clarification.

Career Planning Assistance. Students who were identified as seeking planning assistance included those requesting help with choosing a major, whether undecided or in the process of changing majors. Students requesting assistance with decision-making were also included here, as well as any students asking for assistance with planning a course of study or exploration to meet the requirements of an identified career field.

Specific Academic/Career Information. People were identified in this area by making a request for any specific information housed in CCIS. Students seeking to learn about specific careers, occupations, educational program requirements, salaries, occupational outlook, majors at FSU, and financial aid were included here. Students seeking specific career information for class assignments were also included.

Self-Assessment. Primarily those students who sought assistance with identifying their interests, values, and abilities were included in this group. Students who completed interest inventories as a class assignment were also included in this area.

Employability Skills Development. Students who were seeking assistance with resume writing, cover letter writing, and job interview preparation were classified in this area. CCIS houses a variety of information and personal expertise, which can assist students in improving employability skill.

Special Population Information. CCIS houses a variety of packaged information that is geared to special populations such as women, blacks, handicapped, and minorities. Any student seeking to gain information of career or educational opportunities in a special population area was included in this area.

Students using CCIS usually present a variety of concerns. Although the five major areas were independently described above, they are significantly interrelated, and the student's concern was identified through interaction with a proctor and the major problem area was selected. For example, the student who seeks assistance in choosing a major (career planning assistance) as an initial concern may more likely benefit from learning about his/her interests, values, and abilities (self-assessment) as a first step.

In summary, the sign-in sheet information provided answers to the following five questions:

Who is using CCIS services?
How did they learn about CCIS?
Have students utilized CCIS services previously?
Why did students visit CCIS?
What length of time was spent at CCIS?

Who is using CCIS services? During spring quarter of 1978, a total of 774 in-house student contact visits were recorded at CCIS. However, it should be noted that these visits were the results of 577 individual students. The difference between 774 contact visits and 577 individual students is due to more than one contact by a student. It should be reiterated that the number of students utilizing outreach programs and consultation provided by CCIS staff during this quarter are not included in this analysis.

In reviewing the sex of CCIS participants, it was found that 42% of contact visits were initiated by males while 58% were initiated by females.

The class rank data strongly suggests that as students reach upper level status they utilize CCIS services more frequently. Eleven percent of participants were freshemn, 18% sophmores, 22% juniors, and 31% were seniors. In addition, graduate students composed 11% of this population while the "other" category (staff, faculty, and community persons) represented 7%.

The sex by class rank interaction revealed little difference except for freshmen students (See Table 2). Overall, female students were more likely than males to visit CCIS during their freshman year; however, this difference diminished gradually throughout their years at college.

How did you learn about CCIS? The analysis of data concerning methods used to learn about CCIS confirms the old belief that satisfied customers are the best marketing strategy. Twenty-six percent of those students visiting CCIS learned of this service through a friend. Signs posted throughout the campus enticed 14% of the visitors to CCIS while faculty and university staff encouraged 13% of the visitors to seek assistance from CCIS. The different methods for learning about CCIS and corresponding percentage of students using each are listed below.

| | |
|---|---|
| Friends | 26% |
| Signs | 14% |
| Faculty | 13% |
| University Staff | 13% |
| More than one method used | 9% |
| Advisor | 8% |
| No response | 8% |
| Flambeau (School Newspaper) | 4% |
| CCIS Brochures | 4% |

TABLE 2

Sex by Class Rank of Student Participants

| | Class Rank | | | | | |
|---|---|---|---|---|---|---|
| | Freshmen | Sophomore | Junior | Senior | Graduate | Other |
| Male | 25% | 37% | 40% | 47% | 51% | 54% |
| Female | 75% | 63% | 60% | 53% | 49% | 46% |

*All percentages have been rounded off to the nearest whole percentage and therefore may not add up to 100 percent

A chi square ($\underline{X}^2$) test of statistical significance was performed to determine whether a systematic relationship existed between sex of participant and method of learning about CCIS. A $\underline{X}^2$ of 49.30 with 18 degrees of freedom resulted in a significance level in excess of $\underline{p}<.001$. These findings confirm a strong relationship between the two variables studied. A closer examination of the data reveals that faculty and university staff are more willing to refer female students to CCIS than males.

A comparison of class rank and method of learning about CCIS was also analyzed by use of the $\underline{X}^2$. A $\underline{X}^2$ Of 121.27 with 63 degrees of freedom was reported significant at beyond the $\underline{p}<.001$ level. Table 3 below reveals the two most frequent methods of learning of CCIS by each class.

TABLE 3

Class Rank by Method of Learning

| | Method of Learning |
|---|---|
| Freshmen | Friend (40%)* Advisor (10%) |
| Sophomore | Friend (28%) University Staff (13%) |
| Junior | Friend (28%) Signs (15%) |
| Senior | Faculty (21%) Friend (18%) |
| Graduate | Friend (26%) Signs (33%) |
| Other | Friend (35%) University Staff (17%) |

*Percentage of total number of students using CCIS.

These results indicate that friends are most frequently responsible for students learning about CCIS until their senior year. It is speculated that faculty involvement with students in a personal basis seemed to increase number of referrals to CCIS for the group. Such a relationship would be anticipated to continue for graduate students as well; however, the data does not support such a conclusion.

Why did students visit CCIS? The most frequent concern of students visiting CCIS during spring quarter was the lack of specific academic or career information. This composed 28% of all referrals. Not surprising, the need to acquire or refine employability skills was also frequently requested (25%). The specific needs expressed by both male and female participants are shown in Table 4 with approproate N's and percentages of each group.

TABLE 4

Presenting Problem by Sex

| | Career Planning | Academic/Career Information | Self-Assessment | Employability Skills | Special Populations |
|---|---|---|---|---|---|
| Males | N=61<br>42% | N=97<br>46% | N=10<br>53% | N=74<br>39% | N=1<br>25% |
| Females | N=86<br>58% | N=116<br>54% | N=9<br>47% | N=116<br>61% | N=3<br>65% |

The limited request for self-assessment and information for special populations may reflect a lack of interest in these areas. However, it is speculated that these concerns are subsets to the major concerns expressed by students. As discussed earlier, in order to improve employability skills it is frequently necessary to learn more about oneself. The need for employability skills encouraged the individual to enter CCIS, but self-assessment facilitated the attainment of the person's goal. It is also of interest to note that females felt a stronger need to secure employability skills than males. This situation may reflect the lack of previous experience females have had in seeking employment.

Repeatedly CCIS staff have stated that their services are for all students. It is believed that CCIS services can play a role throughout a student's college career. A $\underline{X}^2$ was completed on class rank and presenting need for assistance to determine if freshmen student's needs were significantly different from sophomore, junior, senior, and graduate student's needs. A significant relationship between these factors was found at the $\underline{p}<.001$ level. Table 5 reveals the appropriate N's and percentages for each group.

TABLE 5

Presenting Problem by Class Rank

| | Career Planning | Specific Academic/ Career Information | Self-Assessment | Employability Skills | Special Populations | More Than One |
|---|---|---|---|---|---|---|
| Freshmen | N=33<br>41% | N=25<br>31% | N=4<br>5% | N=3<br>4% | N=0<br>0% | N=11<br>14% |
| Sophomore | N=27<br>19% | N=53<br>38% | N=7<br>5% | N=5<br>4% | N=0<br>0% | N=23<br>17% |
| Junior | N=27<br>16% | N=61<br>36% | N=1<br>1% | N=22<br>13% | N=2<br>1% | N=24<br>14% |
| Senior | N=34<br>14% | N=50<br>21% | N=4<br>2% | N=107<br>45% | N=1<br>1% | N=7<br>7% |
| Graduate | N=10<br>12% | N=14<br>16% | N=2<br>27% | N=44<br>51% | N=1<br>1% | N=7<br>8% |
| Other | N=14<br>26% | N=10<br>19% | N=1<br>2% | N=9<br>17% | N=0<br>0% | N=12<br>22% |

These results indicate that college freshmen sought career planning information from CCIS. During the sophomore year, the presenting problem became a need for specific academic/career information. The junior year also required specific information; however, juniors were becoming more concerned about graduating and attainment of employability skills. The importance of employability skills was perceived by senior and graduate students as essential. Approximately half of the students in these classes sought out CCIS in order to acquire or refine employability skills.

What length of time was spent at CCIS? The length of time spent in CCIS by each student was recorded on the sign-in sheet by a staff person. Overall, 20% of the students spent less than fifteen minutes at CCIS, 17% spent between fifteen and thirty minutes, 25% spent between thirty minutes and one hour, and 17% worked for over one hour at CCIS. A $X^2$ was conducted to explore the possible relationship between sex of participant and length of time spent at CCIS. The results were not significant.

The $X^2$ completed between class rank and length of time spent at CCIS was significant beyond $p<.001$ level. In general, seniors and graduate students spent less time at CCIS per visit than other students. Table 6 reports frequency of responses to this item.

## Participant Observation Data Analysis

The third research methodology utilized to gain process information was participant observation. Participant observation consists of observing and recording people's actual behaviors in a selected setting. Prior to proceeding, it is necessary to elaborate upon the critical difference between observation and only seeing.

Schwartz and Tiedeman (1957) summarized the differences in the

TABLE 6

Class Rank by Time Spent at CCIS

| | Time Spent At CCIS | | | | |
|---|---|---|---|---|---|
| | 15 minutes | 30 minutes | 1 hour | Over 1 hour | No Response |
| Freshmen | N=8 10% | N=14 17% | N=24 30% | N=22 27% | N=13 16% |
| Sophomore | N=11 8% | N=21 15% | N=41 30% | N=34 25% | N=32 23% |
| Junior | N=25 15% | N=31 18% | N=37 22% | N=36 21% | N=41 24% |
| Senior | N=78 33% | N=40 17% | N=51 21% | N=25 10% | N=46 19% |
| Graduate | N=20 23% | N=16 18% | N=22 25% | N=10 12% | N=19 22% |
| Other | N=9 17% | N=8 15% | N=18 33% | N=8 15% | N=11 20% |

following five categories:

> Seeing is general, observing is specific;
>
> Observing is purposeful and goal directed, seeing is casual;
>
> Seeing may involve perception, observing must involve perception;
>
> Observing is followed by reporting or recording that which was observed, while seeing is not;
>
> The observer may supplement observation by the use of checklists or inventories; the seer does not deem it necessary to do so.

Observation can thus be defined as "purposeful seeing directed toward the obtaining of useful facts or information about a specific person, place, event, object, situation or condition" (p. 190). In the recent past, counselors have rarely used this research methodology. Balaban (1978) believes this reluctance centers around the premature push for scientific respectability for the field of psychology. All methodologies which altered from strict experimental control were seen as less than acceptable.

Participant observation was selected to be included in this case study of CCIS for several reasons: (1) this methodology allowed for the identification of specific materials utilized; (2) interaction between students and others in the CCIS environment was noted; and (3) the divergent "plan of attack" used by students seeking information could be outlined (i.e. was there a systematic procedure followed while seeking information at CCIS).

In addition to the programmatic reasons for selecting participant observation, many methodological reasons encouraged its use. First, participant observation did not interfere with the daily operation of CCIS. Secondly, it is a very flexible technique which can be adapted to a variety of circumstances and individuals. Thirdly, it is not biased toward students of different racial or cultural backgrounds. Finally, it attempts to reveal the total person, both verbal and non-verbal expression.

Participant Observation Procedures. Three career development specialists (masters degree level) who were interns at CCIS volunteered to act as participant observers. A two hour period of time during each day of the week was selected. The time period selected was restricted to those times when two or more graduate students were present at CCIS, and periods including two mornings, one noon and two afternoon observation sessions.

As stated before, the participant observer was responsible for observation and recording of information. Due to the vast activities available through CCIS, a checklist was designed to facilitate goal directed observation. All activities in CCIS were grouped into four major categories; writing, listening, reading, observing. Beneath each category, sub-categories were listed. For example, under the reading categories several specific activities such as reading books, magazines, files, bulletin boards and handouts/flyers were listed. The participant observer was to record the number and length of time a student spent participating in any given activity. The participant observer worksheet was presented earlier in Illustration 2.

The participant observers were also responsible for recording all interaction between the student being observed and the CCIS proctor, CCIS coordinator and other students. Participant observers indicated the number of interactions, and the purpose of the interaction. In addition to recording participant interactions, the number of off-task behaviors, amount of time spent in counseling, test interpretation, and resume critiquing were recorded. Formal training sessions were held with participant observers and subsequent monitoring was scheduled in order to assure agreement among raters of these varied behaviors.

In an attempt to understand the method of the system utilized by students as they enter CCIS in search of information, participants responded to three open ended questions. These questions, along with the interaction matrix, are located in Illustration 2 of this volume.

The last responsibility of the participant observer was to approach the student as he/she made signs of movement to leave CCIS and say "Hello, my name is ______________________________ and we at CCIS are currently evaluating
Participant Observer's Name
services which are provided to students. Would you mind answering a couple of questions which I feel will help us improve our center?"

After receiving the students commitment the participant asked if he/she had used specific materials in CCIS. The specific materials requested were those previously observed being used by the student and two or three others. The participant observer also asked the student how effective or useful these materials were. A routine interview would continue as follows:

> "While you were here at CCIS, did you listen to any audio tapes?" Student responds, "Oh, yes, the one on different careers." Participant Observer continues, "How effective or useful did you find the audio tape? On a five point scale if very effective was one and very ineffective was five, where would you rate the audio tape?" Student responds, "two". Participant observer, "You have been exposed to a lot of information here at CCIS, do you plan on visiting any other resources as a result of visiting CCIS?"

The staff at CCIS believes that one of the major roles of the center is to facilitate the utilization of other resources available but unknown to students. This last question was asked to directly test this assumption.

Participant Observation Results. To reiterate, the major questions addressed by the participant observation data are as follows:

Why did students visit CCIS?

Which activities were most frequently used?

How long did students participate in these activities?

Were these activities found effective/helpful?

Who did students interact with in CCIS?

What other major activities are offered by CCIS?

Does CCIS act as a referral resource center?

Is there a consistent student plan or system for utilizing CCIS?

Why Did Students Visit CCIS? A total of thirty-four students were observed by participant observers during spring quarter, 1978. Of this group, the vast majority (15 students) were seeking specific academic or career information. The presenting problems of students observed are shown below in Table 7.

TABLE 7

Distribution of Presenting Problems

| Problem Area | Number of Students | Problem Area | Number of Students |
|---|---|---|---|
| Career Planning | 2 | Special Population Info. | 0 |
| Specific Academic/ Career Information | 15 | More than one problem | 2 |
| Self-Assessment | 3 | Class Assignment | 1 |
| Employability Skills Development | 3 | Not Indicated | 8 |

In comparison with all students attending CCIS during the spring quarter this sample is over represented with persons seeking specific academic/career information and under represented in all other categories.

Frequency, Duration, and Effectiveness of Activities. The frequency, duration of use and effectiveness of all activities used by those students observed are presented in Table 8. While reviewing this Table, it is necessary to keep in mind that most students attending CCIS identified a need for specific academic/career information.

TABLE 8

Frequency, Duration, and Effectiveness of Activities

| | Frequency | Average Duration of Use (Minutes) | Effectiveness Rating |
|---|---|---|---|
| I. Writing | | | |
| -Completed Self-Directed Search | 4 | 48 | 2.13 |
| -Completed Self-Study Guide | 1 | 10 | 3.00 |
| -Write Draft Resume | 1 | 60 | 3.00 |
| -Take Notes | 8 | 19 | 1.00 |
| -Other | 1 | 4 | Not Rated |
| II. Listening | | | |
| -FSU Major Audiotape | 2 | 28 | 3.00 |
| -Different Careers Audiotape | 2 | 58 | 2.50 |
| -Other | 1 | 10 | Not Rated |
| III. Reading | | | |
| -Books | 18 | 26 | 2.23 |
| -Magazines | 1 | 4 | 2.00 |
| -Files | 17 | 35 | 1.75 |
| -Bulletin Boards | 2 | 8 | 2.00 |
| -Handouts | 2 | 5 | 1.00 |
| -Other | 9 | 6 | 1.28 |
| IV. Observing | | | |
| -CCIS Slide Tapes | 1 | 11 | 2.00 |

Due to the small sample of students observed and their lack of representation to all students visiting CCIS, any conclusion drawn from this data must remain tentative at best. Given these limitations, it is interesting to note that the most frequently used and most effective/useful activity was reading or taking notes while reading. Also, reading handouts developed by CCIS staff was rated higher than any other activity. A perfect rating of 1.00 corresponding to "very effective" would indicate that CCIS staff is effectively identifying and meeting student needs through these handouts as compared to other materials available.

Who Did Students Interact With in CCIS? The interaction matrix for students observed while in CCIS is presented in Table 9. The matrix is divided into six major categories: (1) request for information, (2) expression of appreciation/satisfaction, (3) expression of disgust/disappointment, (4) understanding, (5) confusion, and (6) declarative statements.

The interaction matrix clearly indicates that CCIS proctors are the key to the successful operation of this resource center. Of the 34 students observed, 30 interacted with CCIS proctors, 2 interacted with the CCIS coordinator, and 5 students interacted with fellow students. As could be expected, some students interacted with more than one person in the CCIS resource center.

The purpose for interaction can best be seen by collapsing Table 9 into the six major categories previously outlined. A total of 198 interactions were initiated by the observed students. Sixty of these interactions (30%) were for purposes of requesting information, (16%) of the interactions expressed understanding, (14%) of the interactions expressed appreciation and satisfaction. A total of six interactions (3%) revealed confusion, while (3%) of the interactions revealed disgust/disappointment with services being provided. The interaction matrix would support the conclusion that (1) students usually requested assistance from CCIS proctors, (2) CCIS proctors were satisfactorily meeting the needs of students, and (3) students frequently expressed their understanding and appreciation for this assistance.

What Other Major Activities are Offered by CCIS? In addition to the activities discussed previously, CCIS provides counseling, test interpretation, and resume critiquing as needed. Of the thirty-four students observed, only

## TABLE 9

## STUDENT INTERACTION MATRIX

| Type of Interaction | Person Interacted With | | |
|---|---|---|---|
| | Student to CCIS Proctor | Student to CCIS Advisor | Student to Student |
| Request for Initial Information | 30 | 5 | 1 |
| Request for Clarification | 12 | 2 | 1 |
| Request for Additional Information | 6 | 1 | 2 |
| Appreciation/Satisfaction: | | | |
| Verbal | 24 | 1 | 0 |
| Non-Verbal | 2 | 0 | 0 |
| Disgust/Disappointment: | | | |
| Verbal | 2 | 0 | 1 |
| Non-Verbal | 2 | 0 | 1 |
| Understanding: | | | |
| Verbal | 21 | 1 | 0 |
| Non-Verbal | 9 | 0 | 0 |
| Confusion: | | | |
| Verbal | 2 | 0 | 0 |
| Non-Verbal | 2 | 0 | 2 |
| Provide Clarification | 25 | 0 | 1 |
| Declarative Statement | 33 | 0 | 9 |

six were provided one-to-one counseling which lasted on the average thirteen minutes. This statistic confirms that the CCIS mode of operation is self-instructional and diametrically opposite of services offered in more traditional counseling centers.

CCIS student proctors provided test interpretation to each student who completed the Self-Directed Search. Approximately thirteen minutes was spent in this activity for each student. Feedback was also provided to three seniors concerning their resume. After reading and being given instruction in the development of a quality resume, CCIS proctors spent an average of twenty-seven minutes critiquing the final product.

Does CCIS Act as a Referral Resource Center? One of the major responsibilities of CCIS is to dispurse academic/career information to students. Oftentimes this leads to referring students to other resources including faculty, community professionals, schools, state and federal agencies, etc. Almost half (47%) of the students observed planned on visiting other resources which were identified while at CCIS. The freedom with which CCIS proctors refer students to additional resources indicates these professionals are concerned first and foremost with meeting the expressed need of these students. Refreshingly, CCIS does not try to be "all things to all people." This program provides a specific service and is quick to utilize other resources when deemed appropriate.

Is There a Consistent Student Plan or System for Utilizing CCIS? In reviewing the participant observers' notes, five student plans or systems for using CCIS were identified. The majority of students (55%) were somewhat shy and seemed confused as they entered CCIS. These students began browsing through CCIS materials until they found something of interest or until they were offered assistance by the student proctor on duty.

The second major group (36%) were those students who seemed to have been exposed to career education materials previously. These students sought out student proctors and actively participated in identifying procedures which could facilitate an impending decision. Another group of students (27%) actively sought out the assistance of the student proctor, but, unlike the second group discussed previously, these students requested specific information. For example, these students requested a specific tape, book or assistance in critiquing a resume.

Approximately 18% of the students observed seemed to have used CCIS previously. These students entered CCIS and went directly to a resource on the book shelf or in the files. This group would then become very intense in their reading.

The final group consisting of 5% of observed students would approach CCIS very gradually and with much caution. These students spent extended periods of time reading the bulletin boards and flyers which are available outside the CCIS facilities. This group would also walk past the CCIS door two or three times prior to entering. It was not unusual for student proctors to leave their desk, approach this individual, and encourage his/her use of CCIS services.

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# VI. Impact Evaluation

The purpose of impact evaluation is to determine the end result (change of attitude, behavior) which occurs following a specific intervention. Given this position, the crucial questions which should be addressed by the impact evaluation would include:

> Does CCIS facilitate satisfactory career development among the population served?
>
> Would satisfactory career development have occurred in the absence of CCIS?
>
> Is there a more effective and efficient method of facilitating career development?

In order to begin to answer the above questions, a longitudinal study following students exposed to CCIS and those not exposed to CCIS would be required. Also a study comparing different types of career development programs, including their cost and effectiveness, would be essential. The current project selected the case study approach due to the severe limitations of time, staff and financial resources. It is believed, however, that information presented in this chapter will at least indirectly address the questions outlined above. The need for longitudinal studies in this area remain paramount and are strongly encouraged.

Throughout this manual a differentiation has been made between process and impact evaluation. This difference becomes less clearly defined when the research methodology is case-study in nature. Inevitably, an overlap exists between the information presented as process evaluation and that identified as impact evaluation. However, maintaining this difference has been useful in gaining a better understanding of the evaluation data presented on CCIS.

The impact evaluation conducted on CCIS includes (a) student impact survey, (b) faculty awareness and utilization survey, (c) student awareness and utilization survey, and (d) in-depth case studies. The methodologies developed for each and the results are discussed separately in the following paragraphs.

Student Impact Assessment Survey

The student impact assessment survey was completed by those thirty-four students who participated in the participant observation aspect of this evaluation. Prior to leaving CCIS these students completed a survey addressing (a) convenience and physical features of CCIS, (b) quality of equipment and materials, (c) knowledge and interest of CCIS proctors, (d) need and appropriateness of career development services, and (e) degree of satisfaction with services provided (See Illustration 3).

Convenience and Physical Features of CCIS. The students utilizing CCIS agreed that it was conveniently located on campus, the materials in CCIS were easily accessible, and the physical surroundings of CCIS were conducive for individual concentration and study. The specific questions asked, mean responses, and standard deviations are presented in Table 10. Students responded quite favorably to each of these questions with little difference of opinion.

Quality of Equipment and Materials. The majority of students agreed that materials in CCIS were current. In addition, there was ample equipment available to review visual and audio tapes. One concern expressed by CCIS staff was that the volume of materials available may overwhelm the student upon first entering the center. This concern was marginally supported by students.

Knowledge and Interest of CCIS Proctors. Students visiting CCIS felt that the staff was quite knowledgeable in the area of career development and educational information. Some discrepancy exists as to the interest that could have been shown by proctors in assisting students. Overall, students disagreed with the statement that CCIS staff could have provided more assistance;

TABLE 10

Mean and Standard Deviations of the Student Impact Assessment Survey

| Item | M | SD |
|---|---|---|
| Convenience and Physical Features of CCIS | | |
| CCIS is conveniently located for student access. | 1.59 | .39 |
| Locating materials in CCIS was quite easy. | 1.84 | .21 |
| The physical surroundings of CCIS were conducive for concentration and study. | 1.97 | .28 |
| Quality of Equipment and Materials | | |
| The supply and quality of equipment (tape/video recorders, projectors, etc.) was inadequate. | 3.88 | .96 |
| Materials available in CCIS were outdated and of little use. | 4.25 | .25 |
| The volume of materials available at CCIS overwhelmed me. | 2.75 | .19 |
| Knowledge and Interest of CCIS Proctors | | |
| CCIS staff were quite knowledgeable in the area of career development and educational information. | 2.03 | .51 |
| CCIS staff could have shown more interest in assisting me. | 4.16 | 2.10 |
| Need and Appropriateness of Career Development Services | | |
| CCIS should be made available to assist future FSU students in the transition from the academic world to the work world. | 1.47 | .14 |
| CCIS would be more appropriate in a vocational school than at FSU. | 4.13 | .13 |
| Providing career planning, decision making, occupational and educational information is an important function of a university. | 1.16 | .02 |
| Degree of Satisfaction with Services Provided | | |
| Overall, I was very pleased with the services offered by CCIS. | 1.53 | .14 |

*Note that a five point Likert Scale was used ranging from strongly agree (1) to strongly disagree (5).

however, the large standard deviation of these scores (2.10) should be carefully examined. It is apparent from this information that certain proctors (but definitely in the minority) need further training and closer supervision in the delivery of career/academic services.

Need and Appropriateness of Career Development Services. An overwhelming endorsement was given by students for the services provided by CCIS. These students agreed that career development and academic information was an important function of the university and that such services should be offered to future students.

Degree of Satisfaction with Services Provided. Services provided through CCIS are meeting the career development and academic information needs of FSU students. Students uniformally were very pleased with these services.

### Faculty Awareness and Utilization Survey

As part of the overall CCIS evaluation, HCA and staff planned to survey faculty to obtain reactions to CCIS. Initial planning was devoted to utilizing a mail-out survey. After discussion with CCIS staff, Dr. Goldman and HCA, it was decided to employ a telephone survey. This procedure was selected because of time and financial limitations. A sample of 100 faculty members was selected from which 30 surveys were completed. All faculty contacted were willing to complete the interview. Again, financial restraints prevented the surveying of all 100 faculty. Notation was made as to the rank of faculty interviewed. The rank selected included instructor, assistant professor, associate professor, and full professor. Any faculty member, coincidentally, who was a Department Head or Dean was retained within the sample.

The breakdown of faculty selected by rank and school is as follows:

| Rank | Department |
|---|---|
| Professor | Biology |
| Associate Professor | Business |

| Rank | Department |
|---|---|
| Assistant Professor | Classics |
| | Education |
| | Economics |
| | English |
| | History |
| | Home Economics |
| | Meteorology |
| | Nursing |
| | Psychology |
| | Religion |
| | Theatre |
| Instructor | Biology |
| | Chemistry |
| | Criminology |
| | Education |
| | Food and Nutrition |
| | Library Science |
| | Modern Language |
| **Other** | |
| Chairperson | Arts and Sciences |
| Dean | Business |
| Associate Dean and Professor | Chemistry |

Sixty-five percent of the faculty surveyed indicated they were aware of CCIS. Of those who were aware, 71% heard about CCIS through three sources: CCIS fliers (35%); news articles, TV announcements (20%); and CCIS mailings (16%).

No faculty member indicated knowledge through clubs and honoraries, only 1 through the faculty referral resource book, and 3 each through comments from faculty colleagues or a faculty consultant with CCIS. Thirty-seven percent of the faculty were not aware of CCIS. The proportion of responses for each potential method of contact (rounded off to the nearest percentage) is as follows:

| | |
|---|---|
| CCIS Fliers | 35% |
| Student Referrals | 10% |
| Faculty Referral Resource Book | 2% |
| Comments from a Faculty Colleague | 6% |
| Faculty Consultation with CCIS | 6% |
| News Articles, TV Announcements | 20% |
| CCIS Programs for Clubs/Honoraries | 0% |
| CCIS Mailings | 16% |
| Other | 4% |

A comparative analysis of other student services offered on campus was made. Seven additional services were mentioned to each faculty member surveyed. The faculty member was asked to indicate "yes" if aware of "no" if unaware. The following indicates the percent of awareness.

TABLE 11

Faculty Awareness of Student Services

| Services | Aware | Not Aware |
|---|---|---|
| 1. CCIS | 63% | 37% |
| 2. Advising Center for Undeclared Majors | 60% | 40% |
| 3. Student Health Services | 90% | 10% |
| 4. Disabled Student Services | 57% | 43% |
| 5. Career Placement Services | 93% | 7% |
| 6. Cooperative Education Office | 47% | 53% |

| Services | Aware | Not Aware |
|---|---|---|
| 7. Recreation and Leisure Services | 73% | 27% |
| 8. Counseling Services | 93% | 7% |

Four major concept areas regarding CCIS were addressed to faculty members. If the faculty member was aware of CCIS, he or she was asked the following questions:

1. Should CCIS serve as a curriculum development resource directed toward integration of career development activities into classroom instruction?
2. Should CCIS serve as a resource for faculty in assisting students with development of questions about career fields?
3. Should CCIS serve students seeking assistance with development of employabliity skills?
4. Should a center such as CCIS be available to assist students in the transition from the academic world to the work world?

If the faculty member was not aware of CCIS, the first four concepts were addressed in the following manner:

1. Should career development activities be integrated into classroom instruction?
2. Should the university provide a service to assist students with questions regarding career fields?
3. Should the university provide a service to assist students with development of employability skills?
4. Should the university provide a service to assist students in the transition from the academic world to the work world?

Using a Likert 5-point scale, ranging from 1, strongly disagree to 5, strongly agree, the following mean responses were recorded for each group.

Mean Responses

| Aware | Not Aware |
|---|---|
| 1. 3.11 | 1. 2.36 |
| 2. 4.15 | 2. 4.36 |
| 3. 4.07 | 3. 3.45 |
| 4. 4.00 | 4. 3.18 |

Because of limited funds, statistical procedures were planned to utilize small sample analysis. Use of the statistic for small samples ($\underline{N}$ less than 30) has been validated as appropriate (Mendenhall, 1975).

Analysis indicates that there was not significant difference between the aggregrate level of support for the career development concepts when comparing faculty members who were aware of CCIS and those who were not aware at the .05 level of significance.

However, when the mean response for the question relating to integration of career development activities into classroom instruction was compared, there was a statistically significant difference in the response of faculty members who were aware of CCIS and those who were not aware. The mean response to the question regarding integration of career development activities into classroom instruction was significantly higher among those faculty members who were aware of CCIS when compared to those who were not aware ($\underline{p} < .05$).

Two additional questions were asked of faculty members who were aware of CCIS.

1. As you understand the role of CCIS, is this service a desirable function to be provided by the Unviersity?
2. Would the role of a Career Center such as CCIS be more appropriate in a vocational school than a university?

The mean response to question one was 4.0 and to question two it was 2.11, indicating strong support for the CCIS concept at a university as opposed to a vocational school.

Because of the small sample size other analysis was limited. However, perusal of the data tends to indicate stronger support for CCIS among education and business schools as opposed to biology, chemistry or other pure research oriented fields.

## Student Awareness and Utilization Survey

In an effort to complement the information being obtained from students through the sign-in sheets and participant observation, a campus awareness survey was also conducted.

The intent was to randomly select students from campus locations representing a cross section of student concentrations. A geographic sampling technique was employed. Graph paper was overlaid on a campus map. Using a table of random numbers, coordinates for the x axis and y axis were chosen and plotted on the map. Lines were drawn along the randomly selected coordinates constituting a path for a random traverse of the campus. Along this line, students were interviewed regarding CCIS.

A total of fifty students were interviewed. Forty-six percent were male and fifty-four percent were female.

The following was the breakdown by class:

| | |
|---|---|
| Freshmen | 10% |
| Sophomore | 30% |
| Junior | 28% |
| Senior | 26% |
| Graduate | 6% |

Fifty-two percent of the students surveyed were aware of CCIS while 48% were not aware. Of the students aware of CCIS, 42% had actually used CCIS of which 92% reported finding it helpful. Additionally, of the students who had actually used CCIS, 55% indicated they planned to return. Forty-five percent of those who used CCIS knew of others who had used the center.

Only two students who had been to CCIS were referred by faculty.

Table 12 reflects student responses by class.

TABLE 12

Student Awareness Survey Response by Class

| | Percent of Total | Aware | Used CCIS | Helpful |
|---|---|---|---|---|
| Freshmen | (10%) | 20% | 0 | N/A |
| Sophomore | (30%) | 67% | 26% | 75% |
| Junior | (28%) | 50% | 29% | 100% |
| Senior | (20%) | 54% | 23% | 100% |
| Graduate | ( 6%) | 50% | 0 | N/A |

A complete summary of the data collected from the student awareness and utilization survey is presented in Table 13.

## TABLE 13

## STUDENT AWARENESS AND UTILIZATION SURVEY SUMMARY

| Sex | | Age | Class | | | | | | Heard of CCIS | | Been There | | Helpful/ Not Helpful | | Faculty Referral | | Plan on Return | | Know of Others Used CCIS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | F | | Fr. | So. | Jr. | Sr. | Gr. | Other | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| 23 | 27 | 18 = 5<br>19 = 11<br>20 = 12<br>21 = 6<br>22 = 3<br>23-25 = 6<br>26-36 = 4<br>Over = 3 | 5 | 15 | 14 | 13 | 3 | | 26 | 24 | 11 | 15 | 10 | 1 | 2 | 9 | 6 | 5 | 5 | 6 |

**Comments:**

1 - Reasonably Helpful
2 - Helpful for Class Assignment
3 - Just Gave Me a Couple of Books and I Left
4 - Really Good People There
5 - As Much Help as Available on the Matter
6 - Too Long Ago to Remember
7 - Helped Choose a Major
8 - People Were Helpful
9 - Really Informative, Great
10 - It's a Good Idea
11 - Pretty Good

**Majors:**

Psychology
1 - English
Early Childhood Education
Education
7 - Consumer Economics
Leisure Services
Risk/Insurance
Nursing
2 - Social Work
2 - Accounting
2 - Psychology
1 - Marketing
Real Estate
International Affairs
Theater
Visual Arts
Business
Speech Pathology
Fashion Design
1 - History
Pre-Dentistry
Clothing/Textiles
Sociology
Religion/Philosophy
Occupational Therapy
Business Administration
3 - Criminology
German
Interior Design
Chemistry

## Single Case Studies

Five students were selected during the spring quarter to participate in the in-depth case study segment of this evaluative effort. This section describes the purpose, methodology and findings of these five studies.

Purpose. Over the years, social scientists have witnessed the cyclical increase and decrease in the level of interest given to the study of the individual in our society. It has, however, been considered by some to be a method of choice when the researcher wishes to obtain a wealth of detail about a subject (Simon, 1969, Goldman, 1978). During the past several years there has been a resurgence of this concept as a supplement to quantitative or aggregate research. In particular, those researching the provision of services to clients have begun to take a new look at the advantages of the single case study (Frey, 1978). Much of this emanates due to the frustration from the lack of substantive programmatic or individual results as measured by the aggregate systematic experience.

The specified purpose of this segment of the CCIS case study evaluation is to look at a few of the unique factors that contribute to a student seeking assistance from CCIS. Therefore, broad generalization must be restricted. We acknowledge the limitations of this research method; however, we contend that it provides a special source of substantive information for the purpose of evaluating the services provided by CCIS.

Methodology. Large group designs are accused of omitting much of the uniqueness of individual responses (Frey, 1978). Among the earliest known measures of client outcome and still the most common measure of program impact is the self-report technique (Waskow and Parloff, 1975). Even in their crudest form, these self-reports are a personal and spontaneous evaluation tool even though they are subjective. Since the limitations on use of self-report techniques are thoroughly described by Cronbach (1946), Guilford (1956) and Jackson and Mersick (1958), there is little value in defending these limitations. However, it is important to note that even with their limitations, they can produce the type of personal insight into client services. Since services are being provided for individuals and not groups, it seemed appropriate to pursue an interview design that looked at the individual. Rausch (1974) suggested this need for systematic research with case studies to help understand the individual. More recently Goldman (1978) supported this approach by recommending a closer look at the individual in an effort to research counseling services.

In order to execute this approach, the following procedures were utilized:

1. Identify the client or subject (ficticious names were used).
2. Interview the client or subject.
3. Recording of verbal and non-verbal responses.
4. Problem assessment, analysis and reassessment.
5. Written report.

These items were carried out by way of an individual interviewing method for each subject.

To begin, subjects were identified by the counseling consultant upon entry at the CCIS office. They were approached upon application for assistance regarding a career or curricular problem. Once identified each subject was asked to participate in a series of brief interviews with the consultant. They were assured of the confidential nature of the interviews and were told that their real names would not be used in any of the case summaries. Each subject was told that the purpose of the interviews was to learn more about them as individuals and to review their utilization of CCIS.

The first interview was to familiarize the subject with the interviewing consultant and establish base-line demographic information. In addition, the subject's presenting problem or needs were documented and analyzed in relation to his/her social, psychological and environmental system. Every effort was made to insure the subject's interview did not interfere with the prescribed CCIS activities. These precautions enabled the counseling consultant to proceed with the in-depth interview and provide a narrative painting of the case. The individual's CCIS experience was then superimposed over the in-depth interview at a later date. The following model depicts this process.

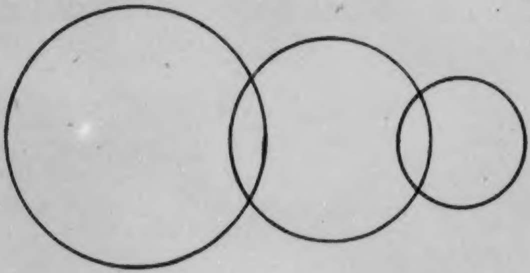
The three activity areas in which the subjects were participating are presented below.

Area I Subject's Environment (which includes everything external to the in-depth interview and CCIS).

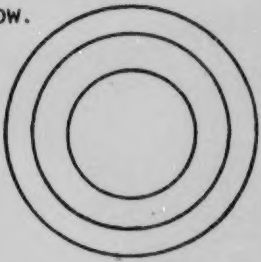
Area II In-depth Interview

Area III CCIS Activity

The in-depth interview attempted to place these three areas in a superimposed relationship through the process of problem diagnosis and total context analysis.



When the end of the interview process was reached, it was hoped to illustrate a microscopic analysis of the subject by focusing on each union ring of the subject's life-space until the center or CCIS activity was reached. The end result was an analysis of pertinent facts impacting on the subject based on the model illustrated below.



This graphically described analysis will be superimposed with the five selected subjects to determine the overall contextual and environmental impact that has been experienced by the subjects involved in the CCIS process.

To illustrate the type of information to be gleaned from the subject, an outline of the interview format used was provided in Illustration 6. A major benefit of this type of interview is that it provides a fairly descriptive analysis of the subject's total environment. In the social-psychological sense, this procedure artifically monitors the subject's perceived and real needs while leaving the CCIS activity as a constant to be handled by the regular CCIS staff. Five interviews took place during the spring quarter 1978 in which pertinent information from each subject was collected.

Process Recording. The purpose of process recording in the study of client cases is to present an analysis of the interviewing process as it develops over a period of time. Process recording is deliberately not well organized or edited in order to perserve as much of the process and context of the interview as possible (Kadushin, 1972). For our purposes here, no editing has taken place to meet the constraints of space.

Traditionally, the case study research method has been used to meet a number of diverse professional needs. In the area of career counseling, however, it has been generally too time consuming to apply on a regular basis and is therefore used little. For evaluation purposes, process recording provides a detailed picture of the induvudual--his/her value responses and his/her understanding of the environmental and family constellations in which they exist.

This process recording method is criticized by some and lauded by others in the area of client assessment. The five following case studies should be critiqued on the basis of an effective presentation of the cognitive processes of the individual described. In this regard these case studies with their process recording should not be judged by literary standards but by the drgree to which they facilitate understanding of an individual's career development.

## Case Study #1

Name: Joan Masters

Date of Birth: 1-20-59

Place of Birth: New Rochelle, N. Y.

Joan was the second child born to her parents, Alan and Carol Masters. They were twenty-four years old when she was born. Two years prior to Joan, her brother, Kevin, was born. She, her brother, and parents resided in Brewster, N.Y., until Joan was six years old (1965). During this time, her father worked as a wholesale distributor for a pump and plumbing supply concern.

In 1965, her father was promoted to Vice President of the pump and supply business that he represented in Brewster. This required their family to move to Kingston, N. Y. From 1965 until 1969, Joan attended the first through fourth grades in Kingston, N. Y. During this period, her mother, Carol, obtained her real estate license, but did not seek work. Also, during this time, her father had become very disillusioned with the pump business.

While in Brewster, a couple from New York City, who were close friends of Joan's parents came over to Kingston to talk with her parents about an investment opportunity in Florida. This was an appartment complex that could be purchased on a fifty-fifty basis and be lived in by one or both owners. Obviously, this opportunity presented itself at a time when Joan's parents were ready to make a change.

Joan's parents each had two years of college. Her mother had a substitute teacher's certificate in addition to her real estate license, but neither one in N. Y. Her father had become very "itchy" about leaving the pressure and politics of the mechanical pump business. As a result, Joan's father decided to fly down to Naples to look at the apartments. Within a few days, he was back and very excited about the opportunity. At ages nine and eleven, respectively, neither Joan nor her brother, Kevin, wanted to leave N. Y. to a strange place such as Fla. Both children conspired to be very upset about the possibility of such a move in hopes it would dissuade their parents.

Despite their efforts, the family moved to Fla. in 1969. They lived in their apartment building for fourteen months. During which time, Joan's father worked part-time in a paint store. Within this short period of time, her parents were able to invest in another set of apartments. Again, they moved to this new investment. Their friends and business partners also moved to Naples from N.Y.

Joan's adjustment to this change was very surprising, both to her and to her parents. She made new friends in school and church immediately. In fact, her roommate in college is one of her earliest friends from Naples.

The beach and the church played an important role in Joan's development and her adjustment to Fla. The beach, of course, was new and exciting to her: and, as a young adolescent, provided a great deal of leisure activity for her and her friends. The Presbyterian Church youth group also occupied much of Joan's time. Her family had always been supportive of the church. Their Presbyterian ties went back several generations.

The family was very close, and as a result of their move to Fla., the paternal grandparents moved to Naples in 1971 and about a year later, her maternal grandparents moved from N. Y. to Boca Raton, Fla. Both sets of grandparents were retired. Joan was equally fond of all four of them. Not long after moving to Naples, her paternal grandparents, ages 74 and 73, were seriously injured in an auto accident. This caused a major crisis in their family for several months. Somehow, they both pulled through an enduring recovery. This was, to date, the only major illness or trauma experienced by the mother's family. Currently, all four grandparents as well as the rest of the family are in good health. There still remains a strong family bond.

Joan's childhood adjustment appears well within normal limits. She attended public school in her neighborhood and made friends readily. She always believed that the more friends one had, the better person one would become. As a result, she had many girlfriends who, with her, participated in slumber parties at each other's homes. She typically became active in the Girl Scouts, school sports, and school clubs. She rode the bus to school each day, and her grades indicate she was an above average student. She was always interested in religion and music. She did attend church camps each summer and continued to be very active in youth groups. Prior to graduation from high school, she and her brother accompanied their parents on a Caribbean cruise.

Joan reported that her teachers were always asking her what she wanted to do with her life. They all seemed to anticipate some form of creative response or pursuit. One example of this was her music teacher who wondered if she would continue to pursue the clarinet. She chose to learn the clarinet in school, but this fantasy subsided after one year of lessons.

Joan's father, David, was born and raised in N.Y. He attended two years of college with an interest in business. His father is currently retired but previously worked in the auto parts business. One can see the familiarity with parts and mechanical equipment that he took into the wholesale pump and supply business. Joan discribed her father as a fairly strong man with an independent nature. He likes to take control of most situations that arise. She said that she feels much closer to her father than to her mother. Currently, her father works as a stock broker and has investments in real estate.

Joan's mother, Pamela, is described as a fairly attractive woman who centers her life around the home and family. She is fairly compulsive, neat, and orderly. She was born in N.Y. and her father is a retired accountant who worked for Bristol Myers Company. Outside the home, Joan's interests extend to real estate and the church.

Joan's brother, Kevin, is two years her senior and is described as a fairly introverted individual who maintains a small circle of close friends. He has always been very close to Joan, and they have participated in many social activities together in both school and church. Until recently, Joan admits having readily depended on her brother for various reasons. She chose to attend Florida State University because he was already here and had established himself. He has chosen a major in social science education and already has plans to return to Naples to teach when he graduates. Joan feels he is down on her because of her interest in sororities. He believes they are phony and unwarranted. She disagrees strongly with him on this issue.

Joan is a product of this family and sees herself as a very industrious, socially conscious person who believes strongly in commitment to her family and her friends. She is very typical of an American middle class family with secure family ties.

Joan told this writer that she was taught to be independent in her thinking, but in her actions, she generally found herself responding to other people's suggestions. Her attendance at FSU and her pursuit of a degree in psychology are two examples of this. Now she is beginning to change and exert her own ideas into her decisions and is acting accordingly. After three quarters as a freshman majoring in psychology, she is beginning to realize the amount of education required to become a qualified psychologist. She knows she does not wish to commit herself to that much time in school.

During our conversation, it was apparent that Joan has been doing some serious reflections on herself. She knows she chose psychology because her peers told her she was a good listener. She knows now that she and her father have always agreed on religion, family, and moral values, but that they are beginning to disagree on some political and personal issues. She also has found herself to be disagreeing with her brother lately.

Much of the second and third interview consisted of Joan describing her own search for herself. Part of this search is what brought her to CCIS at the outset. She was looking for information on different jobs where she would apply her interests in communications and working with people. Between our interviews, it was interesting to see this process evolve.

At first, she described herself totally in the context of her family. By the end of the third interview, she was referring to herself as an individual with a desire to pursue a four year degree in broadcasting or social work. As yet, she had not decided which would be her major or minor academically.

At one session, I was talking with a young girl and by the last interview, I was discussing values with a mature young woman. She told me who she was and that she was moderately conservative in her values toward family, religion, and sex, but that she had the potential for strong liberal opinions toward certain issues such as ERA, civil liberties, death penalty, and abortion.

She enjoys writing for herself and would like to pursue a job or occupation where she could be creative. Of particular interest would be the nontechnical aspects of radio or television writing, production, or directing. She also enjoys the team approach to accomplishments. She wants to capitalize on her enjoyment of working with people in whatever setting she finds herself. She wants to earn a leadership role in her occupation.

She believes that she will eventually marry and wishes to begin a family after she has had an opportunity to work for a couple of years. She feels that by that time she will be able to continue working regularly but still have enough time to organize and run her household. After raising a family, she may wish to pursue a master's or doctorate degree.

## CCIS Involvement

Throughout the interview process, Joan was researching various careers in areas related to counseling, psychology, and communications. She participated in Career Day sponsored by an organization for the social sciences. She plans to continue utilizing CCIS for career exploration as she learns of new careers. Her assessment of her involvement with CCIS has been very positive.

## Case Study #2

Name: Heidi Schartel

Age: 20

Born: July 20, 1957

Place of Birth: Neuchatel, Switzerland

She was born in an industrial town in Switzerland to Swiss parents. She is the youngest of three children and has one brother two years older than her and has one sister one year her senior.

Heidi's father, Jonathan, worked as an industrial technician until he finished his graduate education in physics. Her father was born and reared in a small, wine producing village about forty miles outside of Zurich. After graduating from secondary school, he moved to Zurich to find work and to continue his education. He held several different jobs, many of them in the industrial/technical area of work. Shortly after his arrival in Zurich, he met his future wife.

Heidi's mother, Greta, was working as a legal secretary when she met her future husband. She had been born and reared in Zurich to a working class family who encouraged her to educate herself for a respectable job. This she accomplished by attending a college in Zurich. She studied the business courses and secretarial courses primarily. She eventually found a job as a typist for an attorney in Zurich. Before meeting Heidi's father, she had become the attorney's legal secretary.

After a brief courtship, Jonathan and Greta were married. This event resulted in Jonathan quiting work and going to school fulltime. Within three years he was able to complete his degree in physics which is comparable to a master's degree in this country. He started work for a watch manufacturing company and Greta was able to stop working and raise a family.

After five or six years of marriage, Heidi's father was offered a job with Sperry-Rand Company in Boston, Massachusetts. This was a big issue within the family because the relatives were all in or near Zurich, and they played an important part in the socialization of the children. Family and friends were all very close.

After much agonizing over this decision, Jonathan decided to move his family to Boston, Massachusetts, in order to work for Sperry-Rand. He flew over six months prior to bringing the family. As a result, the children were without their father and the entire family went through pain over the thought of leaving all their relatives in order to move to the United States.

Opportunity won out over the family and in 1960, when Heidi was only two and a half years old, her mother brought her and her brother and sister to Boston, Massachusetts, to be with their father. Four years after arriving in Massachusets, Sperry-Rand asked Jonathan to move to Tarpon Springs, Florida.

Shortly after moving to Tarpon Springs, Sperry-Rand moved its operation to Gainesville, Florida, and then two years later in 1966 closed down its Florida plant altogether. This led to uncertainty again within the Schartel family. During Heidi's years in junior high and high school, her father threatened to move to California in order to find work. However, he was able to find enough work to keep them in Gainesville. The one exception to this was when her father took a brief job in Melbourne, Florida. The family stayed in Gainesville while the father commuted back and forth on weekends.

Finally, after several years, Heidi's father found permanent work in Melbourne affiliated with the NASA's space program. Heidi was the youngest child and the only one left at home when this move took place. Since she was in the middle of her senior year, she was allowed to stay in Gainesville with a girlfriend and her family in order to graduate with her class.

In the meantime, Heidi's older sister had completed her bachelor's degree from the University of Florida in fashion merchandising, and her brother was working on his degree in political science. The family has always stimulated a strong belief in education for their children. Even her mother went back to school while they lived in Gainesville to obtain a real estate license. Even though she never really used it for financial gain, she was interested in obtaining the license.

Heidi's older sister has moved away from Florida and is working in Atlanta in computer programming. Although she was educated in fashion merchandising, she found that she did not like it. Consequently, she retrained herself in computer programming after she graduated from college. She currently has a good job and really enjoys herself.

Heidi's brother was an excellent scholar. He pursued his degree in political science, graduated, and joined the U. S. Army. He recently married and has begun to continue his education toward a law degree while in the service. Heidi's description of her brother indicates that she was very close to him and had mixed emotions about his going into the service.

Heidi has little recall of her own childhood or school years. Her best memories are from when she lived in Tarpon Springs as a young girl. She remembers the European atmosphere of this sleepy Florida town. This may be significant because of her admission that she is very concerned over her own foreign origin. She indicates that she feels that she is Swiss even though she is a naturalized citizen in this country. This always caused her some difficulty and, in our short time together, it did not seem appropriate to explore this in depth.

Her own self-concept seemed good, and her interests in outside activities such as jogging, tennis, and basketball seemed appropriate. A little later in our conversation other factors contributing to this activity became apparent. First, she indicated a history of insomnia as a child as well as hyperactivity. Her school grades were average in grade school and excellent in high school. She critized herself for lagging in sciences in both high school and college. During her first year of college, she suffered extreme loss of weight and was diagnosed as having anorexia nervosa. This was treated successfully with mild medication and diet, and she seems to have fully recovered.

She appears tall, thin, tan, and moves quickly. She admits to being very athletic, and she wore walking shorts and a t-shirt each time I interviewed her.

Socialization seems to be well adjusted, and her friends are very close to her. She feels coming to Tallahassee has been a good opportunity for her to develop her own life style and friends.

She portrays an unusual child-like type of independence that is hard to describe. On one hand, she is very family oriented and particularly sensitive to worrying about her grandparents and family in Switzerland. In contrast to this, she is not especially eager to visit her family in Melbourne or her sister in Atlanta and prefers to go visit friends from school on weekends or to just stay on campus. She told me that she has a pretty tight tennis and jogging schedule and does not like to modify it.

When asked what type of work she has done in the past, she responded that she had done very little and has lost interest quickly in each job. It turns out that she worked at a variety of part-time and stop gap jobs including: baby sitting; cloth store clerk; cashier; tennis store clerk; and counter helper at a hamburger restaurant. She had one experience as a reader for blind students, which she liked, while she was a student at Florida State.

Her concept of the future is relatively limited. She is currently working on a double major in college but does not know what her second major is going to be. She is about finished with her coursework in Foreign Language Education but does not see herself as a teacher. She likes working with children but has changed her second major five times in areas where she could have worked with children, i.e., psychology, music therapy, anthropology, social work, and special education.

## Utilization of CCIS

Her roomate took a course in CCIS and suggested that Heidi visit to see if they could help her. She told me that it must have been obvious to her roommate how confused she had become. She indicates realization of her own capriciousness and inability to stick with a course of study. When asked what she wants to do when she graduates, she said that she might remain a student. She enjoys school and learning and would probably go on to graduate school if she could ever decide on an interesting course of study.

Heidi has only visited CCIS on one occasion when she spent two hours browsing through the files. She is eager to participate in the next activity because she believes that CCIS may help her with her academic decision.

## Analysis

Offering an opinion on a case like this can be a major undertaking due to many complicating factors involved in the dynamics of a highly active and slightly anxious personality. Indecision is a hallmark of Heidi as one can see. Her past has been peppered with uncertainty and severed family ties. Intellect and mastery of academics has promoted an aloofness from down to earth emotion. Her numerous apologies for not doing well in the sciences suggests an insecurity with herself regarding her family's belief in developing intellect.

Heidi is still relatively young and has a couple of years ahead in which she can develop a more mature self-perception. After this, she will probably decide on what she wants to pursue in academics as well as a career. The unfortunate element is that she may well have one or two degrees behind her for which she will find little use. One positive note is that she is going to pursue activities here at the CCIS center which may provide some concrete direction. She is, at this time, seeking answers, and I have faith in an individual's ability to find answers when sought.

Her strongest attributes, aside from her academic prowess, are her openness for new ideas and her belief that somewhere in CCIS there must be a field of study that will capture her interest.

## Case Study #3

Name: Mary Wilks

Date of Birth: 3-20-52

Place of Birth: Orlando, Florida

Mary is a twenty-six year old black female graduate student who was born in central Florida and was the oldest of four children. Her family is still residing in the Orlando area, and there are extended family members living nearby. Her extended family includes one grandmother and three aunts on her mother's side of the family.

Her description of her life is considered by her to be poor, economically, but rich in the things that count.

Her parents were from a small town near Orlando, Kissimmee, and they met as children in school. Her father, Raymond, completed the sixth grade in school before dropping out to help his mother by working in the orange groves. Mary's mother, on the other hand, stayed in school through the tenth or eleventh grade - she is uncertain. Mary is not clear on the heritage of her father except that his mother raised six children practically by herself. Raymond's mother was married twice but never divorced either husband. They apparently disappeared.

On the other hand, Mary is fairly clear about her mother's family. This is primarily because her grandmother is still very close to their immediate family. Mary's mother's name is Josephine, but everyone calls her "Jo". Jo was the third born of four children and was born in Haines City, Florida. Jo's family then moved to a farm near Kissimmi where the family could live rent free as long as they worked for the owner. This worked out well for Jo's mother and father because the owner had both cattle and orange groves, and this provided work all year. Especially during the winter when most farm work was slow, the orange groves kept them all busy. Jo's father passed away, and her mother continued working on the place until fifteen years ago when she retired on social security.

Jo and Raymond knew each other since they were children but did not get married until they both had worked for several years (approximately eighteen or nineteen years old).

Mary's father, Raymond, had to leave school to work and eventually he found construction work with a company in Orlando. This allowed him a chance to develop a variety of building skills. He found that he really enjoyed foundations and concrete work the best which is all he has done for the past twenty years. He was always able to provide most of the essentials for their family but not many luxuries. Mary described her father as a very stable person and, despite his lack of formal education, a respected church leader and deacon. In fact, she said that he practically built their community church.

Mary's mother, Jo, worked in a dry cleaning plant for a few years, then went to work for National Linen Service as a floor supervisor until she gave birth to her second child. Since then she has been a housewife and caretaker for neighborhood children.

Mary has three younger brothers all of whom are doing well. She still has one brother in high school. Her closest brother is a junior at the University of Florida. Her other brother is stationed in California and is planning on staying in the Air Force.

Mary is presently a graduate student in library science. She obtained her bachelor's degree in education at the University of South Florida in Tampa. She also attended junior college at Polk Junior College near Bartow before transferring to USF. Her studies and work at the FSU library have kept her busy, and she is concerned about what she is going to do when she graduates. She has a boyfriend and thinks she will get married eventually. However, she does want to work for a few years 'just to be sure I (she) can make it on my (her) own."

When asked to describe herself as a child, she said she was very studious. Her parents convinced her that working hard and having babies was good but there was more to life that could not be obtained without an education. In high school she became interested in books and libraries when she became one of her school's first black students to work as a library aide during her junior year. She told me that her grammar school was all black; but, during the early sixties, she and her next oldest brother were transferred to a racially mixed school and that it was a very scary event in her life. She describes this as though it was two classes of students sitting in the same room. The blacks and the whites still did not speak to each other unless the teachers forced them to interact. This did not happen very often. Later, in high school she began to feel more relaxed and her grades began to really improve. With this, she even began meeting white girls with whom she could talk. She said she would never talk to a white boy while in high school. She did not converse with whites very freely until she went to the University of South Florida. Mary had experienced a relatively domestic childhood with her mother taking time to teach her to cook and sew. She said she felt oppressed by many of the female duties because she was the only daughter of her parents. She was always taking care of her brothers, sewing for them, and helping her mother in the kitchen. She admitted that her brothers always washed the dishes which she really liked. Mary and her mother were always very close, and Jo did not allow Mary to wash the dishes as long as she was able to help.

Only one major traumatic event marked Mary's childhood that she could recall and that involved a serious auto accident that put her father and youngest brother in the hospital for about two weeks. Severe lacerations and broken bones resulted for her father and brother and mild infection kept her father from work for quite awhile. Her mother and one other brother escaped injury free except for scratches. Mary said her mother told her that if the Lord had wanted to take her father's or brother's life in that accident, he would have done it quickly. Mary said she continued to believe this, and her father finally came home.

Mary's appearance is neat, bright, and clean. Her manner and presentation of self is a clear reflection of confidence. She is very verbal and aware of everything around her. She spent some time asking questions about the intention of this study before she would allow the interview. This is reflective of a good self-perception and a refusal to be intimated which the interviewer appreciates. Once the formalities were over, she became extremely candid and a pleasure to interview.

### Utilization of CCIS

Mary came to CCIS for a couple of concrete reasons. First, she is panicky over the possibility of graduation and having to prepare for a job interview. She has been busy with school and work and has not given much thought to her resume or interview technique. She observed that one could obtain a Ph.D and be at the top of her class and blow it the first time she applied for a job. I supported this observation.

Additionally, she was interested in CCIS as a resource center for career information. She intimated a desire to work in some specialized resource center herself someday. She also wanted to explore some of these ideas on her own. I did not fully understand what she meant by this so she mentioned medical, legal, and technical libraries as an area of her interest.

### Analysis

Mary is an insatiable reader and will spend several hours a day with books of interest to her. She is very sure of herself intellectually but not physically. She kept referring to her brains having it all over her looks. She knows she is interested in a library science related occupation but is not certain what other related occupations might by available.

## Case Study #4

Name: Raphael Diaz

Age: 28

Born: 7-10-54

Place of Birth: Havana, Cuba

## Background :

Raphael came to the United States from Cuba with his parents when he was one-and-a-half years old. His father wanted to move to Florida in 1956 because the cafe restaurant was so bad in Cuba. The Diaz family fled to Tampa because they had family living there who were established.

## Family:

Raphael's father, Mr. Diaz, was born in Cuba and was educated in Catholic school through the eighth-grade level. He became interested in the cafe business in Cuba, and found a partner and opened a small cafe in Havana. After four years, business became so bad, he felt the U.S.A. was his only hope. When Mr. Diaz arrived to work here, he was appalled at the lack of good restaurant help in this country. In Cuba, the cafe had been held in high esteem but here, with the move toward fast-food marketing, there was a high turnover in personnel looking for stop gap employment. Since he did not speak or wish to learn English, Raphael's father was limited in marketable skills. As a result, he secured a job with a reputable Spanish restaurant in Ybor City where he remained for twelve years until the stress of supervision, responsibility and a change in the management prompted him to quit. Afterwards, he worked in a rubber factory for a short time, then took a job as a cook at the Sheraton Hotel in Tampa. He worked there until a few years ago. A close friend opened a small restaurant and hired Raphael's father as the cook. It has remained his dream to own and operate his own restaurant someday. This dream has been somewhat pursued by Raphael as we will discuss later.

Many friends have encouraged Mr. Diaz to join a partnership with them or with someone they knew, however, his feeling toward management or supervision is one of discomfort. This has been a major barrier for Mr. Diaz in that he refuses to place himself in a supervisory capacity.

Raphael and his father were very close until Raphael reached his teens. During those years they communicated little until Raphael married.

Raphael's mother was also born in Cuba and educated through the eighth grade level which was the acceptable level of formal education. Her interest and early training have remained stable in the area of beautician or cosmetics. While in Cuba, she worked in a beauty shop. Upon arrival in Tampa, she began to work toward opening her own shop. When she first came to Tampa, she worked as a waitress at the restaurant with her husband and tried to save money for her own beauty shop. After working in the restaurant, she would go to the homes of women who wanted their hair fixed. These were generally Latin women who lived in the Ybor City area. Eventually, she was able to set a room aside at home and equip it sufficiently to serve customers on a scheduled basis. In 1970. she was financially able to operate a shop outside their home and is still operating it at that location today.

Since their arrival in the United States, Raphael's mother was worried about her parents who still live in Cuba. She also was concerned about communism and warned Raphael about her fears that someone might accuse her of being a communist because she was born in Cuba. Her influence on Raphael on that issue was actually positive in that it created an early interest in politics. The negative impact of all these worries and fears appears to have resulted in an unusual nervousness and anxiousness in Raphael. In 1973, his mother developed breast cancer, but it has been in remission since she had treatment.

In 1962, Raphael's only sister was born. She grew up in Ybor City without any of the cultural hangups that Raphael believes that he possesses. She developed into a very outgoing, attractive girl who managed to control the world around her. She is described as having enjoyed a good relationship with their parents and seemed to be able to have most of her needs met by this relationship. Family ties were strong both to Cuba and to the community in Tampa. Their entire efforts seemed directed at providing food, shelter, and the opportunity for their children, celebrations were remembered fondly by Raphael as the greatest events in the world. He compared the celebration of Christmas and New Years here in the United States to how his family celebrated birthdays. Everyone's birthday was a big event -- no matter how young or how old the person may be. The families would all come together and there would be loud music, singing, and dancing.

Raphael:

At age five (5), Raphael entered a Catholic kindergarten in Ybor City. This is where he first became associated with the American culture and the English language. At home, his family spoke only Spanish. It was not until 1968 that his mother began to learn English. The kindergarten experience was a poor one for Raphael. The nuns who ran the school were extremely strict and were liable to punish any child at any time. For this reason, his parents elected to remove him from kindergarten. His parents still wanted Raphael to receive a Catholic education. At home in Ybor City, the culture remained Latin. Until Raphael entered the public high school, he did not associate with the Anglo-American culture. After his brief encounter with parochial school, Raphael was allowed to attend public school. Even though he enjoyed public school, he still had a few problems. Raphael always remained cognizant of his parents' desires to have him attend Catholic school. During his early years in school, he was disposed to occasional temper tantrums in class which concerned his teachers. Later in the fourth grade, his behavior became more passive and resulted in daydreaming and difficulty in completing assignments. During the third and fourth grade he lost interest in school and claimed that he had few friends. However, during his fifth grade year, he began to show a renewed interest. This renewed interest was partially supported by an interest in politics which stemmed from the Cuban missile crisis and his mother's overconcern on this issue. Eventually, his ability to function in school improved.

He recalls his teacher who was the first person to ask him what he wanted to be when he grew up. He said he did not know what to respond, but it caused him to think about it. Shortly afterwards, his family moved to a small home in the suburbs. He changed schools also, and this allowed him to become a crossing guard for the school and to play in the school band.

He began to develop many more friends in this new setting and began to develop a sense of self-confidence. He describes himself as a leader among the other boys in the neighborhood. While in high school, he began to identify skills in working with his hands and the ability to express himself through art. He hoped to develop this by going to college. He graduated from high school in 1971 and commuted to the University of South Florida.

Raphael majored in art as an undergraduate and was particularly interested in film-making. During the early years at USF, he was an average student who had to struggle through many of the basic study courses but was still able to enjoy some time with his friends.

During Raphael's last year at USF, he married a girlfriend who was majoring in psychology, and was from his neighborhood. They were both commuting and there is a strong suggestion that marriage provided them an opportunity to leave home.

Raphael and his wife graduated from USF in 1975 and decided to move to Tallahassee, Florida, where his wife has been accepted in the FSU graduate school of social work. After much difficulty in finding work, he finally found a part-time job in a camera store. This provided him opportunity to practice some of what he had learned regarding cameras, lenses, and other photographic equipment. It also gave him an opportunity to broaden his own experience into the retail sales business and he enjoyed this job.

The first year in Tallahassee disclosed many problems for Raphael and his wife. They began questioning the purpose of their marriage and the strain was obvious. He would work in the afternoons, and she would stay in school during the evenings. Consequently, their marriage broke up over the Christmas holidays in 1976. Shortly afterwards, they filed for a no-fault divorce.

## Career Explorations:

The year of 1977 brought with it a time of reassessment for Raphael. He did not wish to spend the rest of his life working in a camera store, but he was not having any breaks in finding any other type of work. He did not want to return to school to get his Masters in fine arts. Neither did he want to return home to his parents. As he described his situation, he knew alot about what he did not want to do but very little about what he wanted to do.

He felt intrigued by the idea of having his own business. As mentioned earlier, he remembered his father's wish to own a family restaurant, so he decided to re-enter college and pursue a second Bachelor's degree in Hotel and Restaurant Management. He set his goal at opening his own restaurant and hiring his father to help him run it. Towards this end, he completed two quarters at Florida State University, before realizing he did not like restaurant work and also disliked the idea of mixing business and family.

Last summer, Raphael came in contact with a neighbor who suggested he visit the CCIS office at FSU. This he did and was quite surprised to discover that his confusion over career expectations and goals was not uncommon. He knew his pursuit of hotel and restaurant management was a problem, but he did not know where to turn. CCIS provided an opportunity to solve this problem.

His primary reason for contacting CCIS was to talk with someone about changing his major. After his first visit, he was assigned to a graduate student who met with him three different times and introduced him to all the CCIS resources. Raphael was asked about his background and was administered the Strong-Campbell Interest Inventory. The scores were discussed, and he felt he got a great deal of direction and insight out of this experience.

Since his introduction to CCIS, he has used its services intermittantly for the purpose of exploring new ideas about the world of work. This helps him check out different alternatives. For example, he has recently completed the task of searching for information on a career in accounting. His analysis of this field tells him that he has about three more years of school. In the meantime, he discovered that he might be more interested in finance or banking. He plans to check both of these out through CCIS and knows that he has time to do this.

Basically, Raphael's self report of his use of CCIS is very positive. He claims to be much less confused about his future since becoming involved in CCIS. He plans to utilize CCIS in the future regarding the Resume Writing Clinic and the Interviewing Clinic when he gets closer to graduation.

### Summary:

Raphael is fairly typical of many of the students interviewed by this interviewer in relation to reason for seeking assistance from CCIS. Raphael realized that he was at a point of transition in his life. He had pursued one major, found it to be useless, changed to another major, and found it unsatisfactory. Recognizing this, he was receptive to any service that could provide him some relief and some direction. CCIS met this need by providing support, structure, and direction. By completing the initial task of a CCIS monitor, he was able to visualize the broader reality of his values, experience, skills, and goals.

Raphael feels that he now needs to spend more time developing his social life and less time worrying about his future. He feels more comfortable with himself and does not feel he can gain direction by worrying about his past actions.

## Case Study #5

Name; Hunter Michaels

Age: 18

Date of Birth: 9-7-59

Place of Birth: Mt. Pleasant, PA

Hunter Michaels lived in Mt. Pleasant, Pennsylvania, with his parents until age five.

In 1964, the Michaels' family moved to Pompano Beach, Florida, where Hunter's father had a job as a machinist with Eastern Airlines. His father had worked as a machinist prior to moving to Pompano Beach and had secured his job with Eastern prior to moving from Mt. Pleasant, Pennsylvania.

After two years in Pompano Beach, when Hunter was seven, his family moved again to Plantation, Florida, which was not very far away. This move represented a significant change in the subject's life. His new home was much nicer than his previous home in Pompano Beach and was near the water.

At this time. his mother began working. She acquired a job as a cook's helper with a school cafeteria. Later, she became responsible for food preparation and menu planning. She remained in this job for four years and then she was promoted to a job with the School Board as Media Speicalist.

It is interesting that Hunter was not certain about the training or education level of his father. He always knew his father to be a skilled machinist who was very good with his hands.

Hunter is youngest of four children born to his parents, Robert and Elmira. Summarizing his siblings:

Marilyn - older sister, age 28, born 1950, is presently married to a funeral director. She currently lives in Pennsylvania. She has little impact on Hunter's early years. She has one daughter, age two.

Bob - older brother, age 27, born in 1951. Has been married twice. Currently resides in Wisconsin with his second wife. Robert had a significant impact on Hunter. Before and during his first marriage, Robert was working as a marine refinisher. He worked with a local yacht repair service. Later, he became interested in baking. Robert and Hunter were very close and consistently planned social and enterprising activities together.

Diane - sister, age 21, born 1957. She went to work in a bank after graduating from high school. She married a salesman who was unable to find a job until she encouraged him to apply for a job with American Express Company. Consequently, they both applied and were hired. She was always a bright student and was willing to help Hunter in school when he was behind.

Hunter is the youngest of four children and is very close to his older brother and his sister, Diane. Through his brother, Bob, he learned to free dive and scuba dive off the keys of Florida. He started diving with his brother for lobster at age 13. This continued sporadically through the lobster season and on weekends until approximately age 16. At age 15, Hunter and his sister took a scuba course together and received certification. Previously, he had tried to take the same course and was unsuccessful. Afterwards, he met a friend who had a salvage operation and was willing to put Hunter to work doing underwater repairs. This involved a variety of skills including cutting and welding.

By the time Hunter was 16, his brother decided to go into the lobster business. This was stimulated by their earlier hobby of free diving for lobster. This resulted in his brother buying fifty (50) lobster traps and ice cans for storage. His brother also purchased essential parts for their boat to convert it to use as a lobster boat. At this juncture, Hunter and his brother started trapping lobster as an avocation. They would spend most of their holidays, spare time, and weekends either diving or pulling traps for Florida lobster. Incidental to this, Hunter accomplished the rebuilding of an outboard motor. It was a 40-horsepower outboard that had not been running. Hunter took it apart and reassembled it. When finished, it ran and this became the primary motor for their lobster business with his brother. Hunter recognized a basic interest in mechanical apparatus. This, he says, he wishes to continue developing in whatever occupation or profession he pursues.

As Hunter and his brother continued their avocation as lobster fishermen, their father, who was being very supportive of this endeavor, purchased a camper-trailer. This trailer was already located in the Keys and was very accessible to the two lobster fishermen. Sometimes, the whole family would go to Key Largo on weekends and Hunter and his brother would catch enough lobster to have a huge lobster bake. Before long, the entire family and family friends became involved in these weekend excursions. Hunter and his brother, who was then married, had to find more room for their lobster business. The camper-trailer had become too crowded. Hunter and his brother found an apartment a little further south on Plantation Key.

The excitement of the lobster business lost its glow for Hunter and his brother one evening when his brother was accused of stealing someone else's traps and ended up spending the night in jail. In addition, his brother was having marital problems and his wife did not appreciate the value of the great outdoors. As a result of these events, Hunter and his brother decided to get out of the lobster business. They sold all their equipment and pulled up steaks in the Keys. Their father even sold his camper-trailer.

Hunter's father then purchased a duplex. Hunter, age 17, spent last summer and subsequent weekends helping his father clean and repair that duplex. Once the duplex was completed, his father sold it and bought a comfortable new home on the intercoastal canal in Ft. Lauderdale. Interspersed throughout the previous years, Hunter held some other jobs which helped him earn some cash. One of these was as an electrician helper. Here, he worked on a construction site and performed a variety of manual tasks. A second job, which paid very well, was a warehouseman at the Lauderdale Airport. Here, he loaded eggs onto airplanes before they were flown to the Caribbean Islands. He also helped his father build portable bars which earned him a little money.

School:

Hunter considered himself a moderate student and never really enjoyed school. He just put up with school for the most part. He developed some peer relationships in high school, but it never held enough excitement. His friends were underachievers for the most part. One reason he decided to attend college was because he and his friends were considered by most of the teachers as not having the potential for college. By applying for college and being accepted, he felt he was proving his teachers' judgment to be in error. Again, he suggests his interest in accomplishing the impossible or unexpected. He said he always lacked a level of confidence in his ability to perform academically. He really allowed a nonacademic talent to pass him by, however. He has been at FSU for three quarters now and is feeling positive about his ability to study. He currently lives in Landis Hall, which is a freshmen dormitory. He is studying toward a degree in marine engineering, which is understandable considering his interest in the outdoors and water.

Significant Life Experiences:

Hunter had a routine summer job working construction where he worked very hard and the crew drank beer all day long. He found that to work that hard and drink beer at that level caused him to put on weight and feel tired all the time. This taught him that he could not always do what everyone else was doing just because of peer pressure. He quit this job shortly because to not drink beer had placed him in a disfavorable position with the foreman.

Hunter views his life as a contradiction to norms. He remembers climbing a mountain in Germany when he was twelve. His parents had taken him to Germany on vacation and upon arrival in Gormish, Germany, he saw a small mountain and immediately began climbing it. It took him until dark to climb and upon descent he became lost. He spent the better part of the evening finding his way to the cottage where his family was staying. They were upset, but he never told them he was lost--only that he had gone climbing. He had a similar adventure in a cave in Switzerland. While scuba diving off the Keys, Hunter and his brother, Bob, would occasionally hitch a ride on a leopard ray. This ray is relatively harmless but, nonetheless, a powerful swimmer.

During the lobster season, Hunter and his brother would often rob lobster traps of other fishermen. This required navigation at night without lights. One night late, they were robbing traps, and his brother's glove became caught in the trap at the moment Hunter was pushing it back into the water. The trap was heavy enough to jerk his brother completely out of the boat and drag him to the bottom of the reef. Fortunately, they were in fifteen feet of water and his brother managed to free himself and swim to the surface.

Hunter and a friend rebuilt a 22-foot racing boat equiped with a large engine. During bad weather, they would run this small craft at full speed into and over seven to nine-foot seas. This allowed the boat to become airborn on much of the run. Thrills such as this are still important to Hunter, not because he unconsciously wishes to do himself in, but because he likes to challenge what people say he can and cannot do.

### Parents:

Hunter is not very familiar with his parents' background. For example, he does not even know whether his father graduated from high school. Neither does he know the amount of his father's imcome. He claims his father is a very hard worker, has held two jobs most of his life. He describes his mother as a hard worker. She rises at 5:00 a.m. every morning to do the laundry, cook breakfast, and take her husband to Ft. Lauderdale where he catches a ride to the Miami Airport where he works. He does all of this by 6:30 a.m., then she goes to work at the School Board at 7:00 a.m. She works at the Media Center until 3:30 p.m. Then she returns home to clean the house and fix the evening meal for 6:00 p.m. Hunter reports that he has rarely known his mother to relax. She always seems to be working at something. From this brief description, it is not hard to see residual elements of the strict work ethic found in their previous home in Pennsylvania.

### Health:

Physical appearance is good except for about twenty pounds of excess weight. He is about 5 feet, 7 inches tall and weighs 185 pounds. His appropriate weight for his height should be about 160-175 pounds. He states that his only physical difficulty is weak knees. This, he feels, is hereditary since his father and brother both have suffered with knee problems.

He considers his health to be excellent, and there are no serious histories of illness in his family or in his parents' families. He did report his grandfather died of a heart attack, and his father suffers some bursitis.

Plans for the Future:

Basically, Hunter is struggling with the familiar complex of pursuing a job that he enjoys or one that pays the most money. He reports a strong interest in working on jobs that challenge him and have an element of adventure or excitement. He is a little anxious about his future because he is not sure he will be interested in pursuing a doctorate degree in marine science. He definitely likes the water, he is mechanically inclined as indicated and he enjoys the outdoors. His major problem may be the required discipline to stick with the academic studies. He is already excited about three new adventures. One is the spelunking club which he joined recently. Another, is a possibility of working this summer in either an FSU marine laboratory somewhere in the state or taking a research cruise for three weeks in a ship designed for marine research. Of course, he is still pursuing the marine studies.

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# VII. Conclusions and Recommendations

In completing the career resource case study described in this manual, a variety of research methodologies were included. It was believed that this approach would allow an indepth view of CCIS from several points of reference. This approach was necessary since the findings of this project will be utilized by the CCIS staff, other professionals contemplating the development of career resource centers, and administrators of career education — career development funds at both the state and federal level.

In this final section, conclusions and recommendations based on data collected from each of the research methodologies utilized will be presented. It should be noted that the evaluation findings reflect only in-house services provided by CCIS. Several of the outreach programs, consultation, teaching and professional services provided by CCIS staff were not evaluated.

## CCIS Services

A wide range of direct services are currently being provided through CCIS. The center has precisely identified areas of career concerns faced by college students. A multimedia approach to eliminating these concerns allows a student to select that media most congruent with his/her method of learning.

The materials available in CCIS and the programs being offered are constantly being expanded and improved. Since CCIS serves as a training facility (internship site) for many masters degree level career development specialists, program growth and refinement can continue without the necessity of additional salaried staff. The thousands of hours volunteered by these students in developing materials and assisting students in need of services cannot be overstated. The availability of volunteers must be carefully examined by those who contemplate developing a career resource center.

## Sign-In Sheet Date

The CCIS center was quite busy during spring quarter, but not unusually so.

A total of 774 student contacts were recorded. The majority of the students were females in their senior year of college. The higher degree of participation by college seniors may be reflective of the quarter in which this study was conducted. Further data indicates that the major concern expressed by seniors was the need to gain employability skills.

Most students learned about CCIS through other students. This fact seems to strongly support the satisfaction students have with the quality of services being provided. The limited number of referrals by faculty was evidenced. This fact will be addressed in the disscussion of the faculty survey.

Not only are students telling their friends about CCIS, they are returning to utilize these services. Thirty percent of those students visiting CCIS spring quarter had previously sought assistance from this career center. The data indicated that the academic level of a student corresponded to a particular problem. In general, freshmen are faced with the need for career planning; during their sophomore year the need for specific academic/career information takes on more importance. The junior year is a period of transition with some students needing academic-career information while others begin to refine their employability skills. Seniors and graduate students, however, are almost exclusively searching for ways to develop and refine their employability skills. The above relationship between type of problem and class level, though supported by this study, needs further testing.

The current data would suggest that marketing of CCIS services could be improved if services available were addressed specifically to that class of students most frequently faced by a given problem. For example, marketing of career planning services to freshmen, and employability skills training to seniors.

Data collected during this quarter reflected the limited use of CCIS by persons other than students. Only 7% of all referrals fell into the "other" category which was composed of faculty, staff, and persons from the community. This finding raises the questions as to whether a special effort should be made to increase faculty and staff utilization of CCIS services, and/or whether CCIS should expand advertising and services to the community? Also, if this marketing effort is successful, should an outreach center be established in the community, e.g. shopping mall? Several additional questions concerning funding of such a facility, fees for services provided, courting the business community for financial support, and the role of the university in regards to community problems are raised. Expanding CCIS services to include faculty, staff, and persons in the community is clearly not an easy task. However, it is believed that such an effort would be beneficial to all parties involved.

### Participant Observation Data

The information collected by participant observers indicated that students most frequently used reading materials while at CCIS. Also, they found reading and taking notes more effective than utilizing available audio and video tapes. Further research should be conducted to determine whether high school and/or vocational school students have a similar learning preference. If so, professionals starting a new career resource center should be very cautious about spending scarce funds on such equipment.

The vast majority of student expressions (verbal and nonverbal) were favorable toward CCIS. There were repeated indications of student appreciation and understanding. These results again strongly support the current services being offered at CCIS.

The critical role of volunteers and interns was documented. Students almost exclusively interacted with these persons. Interaction between the CCIS coordinator and students was quite limited. The almost non-extent interaction among students would confirm the self-paced, self-instrucitonal nature of CCIS.

## Student Awareness and Utilization Survey

One of the major findings from the Student Awareness and Utilization Survey was the strong support voiced for the CCIS concept. Over 90% of the students who had used CCIS found the services helpful and 55% indicated they would return to CCIS in the future.

There appears to be almost unanimous support among students who, in this survey, represented 30 different academic majors. This speaks highly of CCIS's ability to positively meet a wide range of needs for the diverse career interests found on a large university campus.

Equally important was the lack of documented faculty-student interaction regarding the resources available at CCIS for academic-career decision making. Only two students indicated they had been referred by faculty.

While it is obvious that CCIS meets the needs of those students who seek out its services, an important potential linkage of students to CCIS (faculty advisement) is extremely weak. Every student entering FSU is assigned a faculty advisor, yet only minimal faculty support of CCIS as a career resource for students needing such assistance is apparent.

While over two thirds of the faculty were aware of CCIS and indicated strong support for CCIS as a service for students, referrals from this group remain almost nonexistent. Therefore, CCIS and others contemplating the development of such centers should investigate this anomaly and structure program modifications to improve the faculty advisor-student career center relationship.

## Faculty Awareness and Utilization Survey

CCIS enjoys a favorable awareness rating by two-thirds of the faculty when compared to other student services. Faculty tend to find out about

CCIS through advertising directed toward the general campus population. There appears to be little awareness of CCIS through available faculty-CCIS programs such as faculty consultation, the faculty resource book, or faculty colleagues.

There appears to be no significant difference in the amount of support of faculty who are unaware except for one concept--integration of career development activities into classroom instruction. In general, the services are supported somewhat less by faculty who are unaware of CCIS.

The concept of CCIS as a resource center for students with questions about career fields receives strong support from both groups while the concepts of development of employability skills and the transition from the academic world to the work world receives mild support from both groups.

Of the faculty members who are aware of CCIS, strong support exists for the concept of a career resource center as an appropriate role for a university service unit, and there is a strong lack of support for the idea that the CCIS concept should be limited to a vocational school setting.

Faculty response to questions regarding the concept of integrating career information and planning into classroom instruction is most significant. Neither faculty members who are aware or unaware of CCIS supported this concept. However, faculty members who were aware of CCIS did have a statistically significantly higher score indicating more acceptance of this concept than those who were not aware of CCIS. This could indicate the potential for gaining support of this concept with proper program structure and faculty marketing/reeducation.

Hoyt (1978) has stated, "it will not be easy nor will it be quick, to convince members of the teaching faculty to embrace the career education concept or to participate in implementing a career education effort in higher education. Still the institution that fails to make this matter a high priority stands little chance of ever meeting the career education needs of its students." Both the student survey and the faculty survey offer support for these remarks. CCIS has made strong efforts towards getting the faculty to "embrace the career education concept" philosophically, but little progress toward having faculty "participate" in the career education effort. Therefore, it is strongly recommended that CCIS or other institutions contemplating a career resource center take positive steps to implement programs in the following areas:

1) Development of career center-faculty advisor orientation programs.
2) Development of methodologies for integration of career education into classroom instruction.

With regard to the second area, a grant application was prepared by Dr. Reardon and submitted to the U. S. Office of Education, but it was not funded. Requests for development model programs in this area need to be favorably acted upon.

Student Impact Assessment Survey

The student impact assessment survey indicated that CCIS is conveniently located on campus. It was recommended in an earlier section of this report that a more central location on campus be utilized or that satellite offices be created. This apparent conflict can be understood by remembering that students who are currently utilizing CCIS services (Student Impact Assessment Survey) feel its location is convenient. The Student Awareness and Utilization Survey, which indicated that only 52% of a random sample of FSU students were aware of CCIS, supports the need to develop CCIS satellite offices. It may be noted that the rather limited space allotted to CCIS does not seem to hinder students ability to concentrate while exploring career-academic alternatives.

The majority of CCIS student proctors were perceived as quite knowledgeable and interested in providing needed assistance. However, the results do indicate that certain proctors were less effective and more unsure of their particular role than others. It would seem necessary that the selection process for interns at CCIS be carefully revised. The purpose of CCIS and the precise role of interns should be well established. Providing demonstrations of career counseling techniques and discussion of strategies by the director and coordinator of CCIS would seem to be quite valuable.

The need for career education - career development services were overwhelmingly endorsed. This finding is consistent with previous research (Prediger, D., Roth, L., and Noel, R., 1974). In addtion, college students at Florida State University felt that providing career development and academic information was an important function of the university. This continual call by students for help in making career decisions must be addressed by university administrators. Ignoring or postponing constructive action toward meeting this student request is unfair to students and reflects negatively upon the university as an institution. This high degree of student satisfaction with CCIS services warrants financial support from the university.

Case Study Research

The five case studies presented depict several different types of students with varying backgrounds and needs. The prevailing theme found with each of these students was the experience of a period of personal transition. They all felt on target in their academic, personal or occupational efforts in the past, but their previous course of action was currently being challenged. Most students come to CCIS with the idea of finding alternatives to previous or current academic or career choices. They believed that given several alternatives, they would be able to make concrete choices in regards to their academic and career goals. Unfortunately, the belief that one can make a reasonable choice was shaken in most of these students. This discovery helped them select alternatives that would allow for the maximum numbers of career options in the future.

CCIS provided these students ample opportunity to look at academic and career alternatives. It did not, however, provide individual counseling or consultation to these students about how to arrive at a decision regarding those alternatives. This presents difficulties for those students who are unclear about the impact of their personal values, beliefs, and environmental factors on career choice. Since its inception, formal career counseling has not been a service offered by CCIS. The current finding from the case studies suggests that disseminating information to students on a self-paced, self-instructional basis is not enough. There is clearly a need to increase the number of professionals or paraprofessional interns with proper training who are capable of providing career counseling to students. This should complement the existing services offered. It should be noted, however, that counseling should be limited to career and/or academic problems. If more extensive personal problems became apparent, a referral to the counseling center would be necessary.

To meet this need for counseling, the training of interns will have to be modified. In addition, priorities set by the director and coordinator will have to be altered if new staff are not provided. It is expected that such alterations would severely limit research and consultation services now being provided in CCIS. Meeting this need for career counseling within CCIS will also require increased office space for individual and group counseling activities.

## Staffing, Facility and Funding

In this seciton, a succinct statement regarding overall impressions, concerns and recommendations will be presented. These remarks are based on informal interviews with CCIS staff, proctors and students; a review of CCIS's budget over several years; and graphic analysis of floor space and layout.

As previously mentioned, the staffing of CCIS relies heavily on graduate students. It is believed that CCIS successfully provides a quality learning experience for those graduate students in the career development specialist program and other academic departments and therefore should be continued. The part-time director and full-time coordinator provide the only supervision available to an increasing number of graduate assistants, interns, research assistants, work-study students, temporary staff and volunteers who work at CCIS. It is believed that there exists a need to increase the amount of supervision time allotted to each graduate student. Due to the limited number of professional staff, the ever increasing number of graduate students requesting supervision, the obvious schedule conflicts and the additional problems developing from supervising students at possible satellite centers around campus, optimum supervision cannot be provided.

It is strongly recommended that the director and coordinator rearrange priorities to allow for additional supervision. Providing demonstrations of career counseling techniques and strategies was frequently requested by CCIS interns. Interns seemed comfortable in their ability to locate materials in CCIS but less secure in assisting studnets to utilize this information in order to make a career decision.

An analysis of the floor space in CCIS revealed the necessity of approximately 500 to 600 additional square feet. This would relieve most of the crowding of carrels and displays and the heavy traffic. The CCIS program unit would better serve the student population if relocated near the center or western section of the campus. Also, location near or within walking distance of adequate parking would be conducive to improving these services. The establishment of a community based satellite center would also be encouraged.

The current budget for CCIS seems inadequate to maintain the increased pressure fo students requesting CCIS services. It is believed that the demonstration of CCIS as a viable student service, not duplicated elsewhere within the university, should be financially supported by the university. At this time funding of CCIS comes from a variety of budget entities within and outside of student affairs. These primarily represent grant sources such as the U. S. Office of Career Education ($59,500), which gives an inflated appearance to the total budget. In reality, the core CCIS services are being provided at relatively the same funding level provided three or four years ago. The personnel costs have remained fairly constant with increases in utilization of services being absorbed by adding more students to the staff.

CCIS has been able to maintain itself in the areas of staffing, facilities and equipment with a minimal level of funding during the past four years. The current funding level will probable need to increase by twenty percent over the next two years to sustain personnel and equipment replacement costs.

## Summary

This section has provided a review of the various sources of data collected in the evaluation of the career center at Florida State University. Several issues were identified which relate to community collaboration and future development of the career center.

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# Appendix A

CCIS Modules

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE I

CCIS INTRODUCTION

# Everything you've always wanted to know about CCIS

The purpose of CCIS is to assist you in developing academic and/or career decision-making skills

OBJECTIVES

1. To introduce you to CCIS.
2. To help you select the activities in CCIS that will be most helpful in career and/or academic decision-making.

BELOW ARE ACTIVITIES TO
HELP YOU ACHIEVE THE OBJECTIVES
DO ANY OR ALL OF THEM.

a. View the 10 minute video-cassette, "The Vocational Decision-Making Process," which describes CCIS.

b. View a 10 minute slide-tape presentation. "CCIS Introduction," which describes CCIS.

c. Read the script of the "CCIS Introduction" slide-tape which can be found in the box marked "Module I".

d. Ask the proctor to explain the CCIS program to you.

e. Browse through CCIS and examine some of the materials and resources available for your use.

IF YOU NEED ANY ASSISTANCE, PLEASE CONSULT WITH THE PROCTOR AT THE HELP DESK.

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE II

GUIDELINES FOR CAREER DECISION-MAKING

# What's involved in making a Career Decision?

OBJECTIVES

1. To help dispell common misconceptions about career planning;
2. To help you to identify many new variables that are important to consider in career development; and
3. To help you to establish some guidelines for the process of career decision-making.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THESE OBJECTIVES.
DO ANY OR ALL OF THEM.

a. View a 15-minute IIA slide-tape, "Old Wives' Tales and Career Decisions."

b. Read the script of the slide-tape, "Old Wives' Tales and Career Decisions," located in the box marked "Module IIA."

c. Read a short pamphlet, Are You An Occupational Ignoramus? Most Are.. and It's a Risky Business, located in the box marked "Module II."

d. View a 15-minute IIB slide-tape, "Dissecting a Career Decision". (A study guide is available with this tape to assist you in career decision-making.)

e. Read the script of the slide-tape, "Dissecting a Career Decision" located in the box marked "Module IIB".

f. Skim through the more than 125 career planning books in CCIS cataloged DDC 331.

g. Review materials in the Module II folder in the Mobile File.

h. Attend a "How to Choose a Major/Career clinic in CCIS.

i. Register for Unit I and II of the Career Planning Course-MAN 3935r. A course syllabus is available for your review in the Module XIII section of the Mobile File.

FOR ASSISTANCE IN LOCATING OR USING THESE OR OTHER MATERIALS
CHECK WITH THE PROCTOR AT THE HELP DESK.

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE III

SELF-ASSESSMENT

# Looking at You

## OBJECTIVES

1. To help you examine some of your interests, values, and abilities.

2. To help you identify some occupations or fields of study for further exploration.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THESE OBJECTIVES:

a. Read the Rationale statement on page 2.
b. View the "What Are You Interested in Doing?" slidetape.

THEN CHOOSE ANY ONE ACTIVITY FROM EACH OF THE FOLLOWING CATEGORIES:

A. Interests

*1. Complete the Self-Directed Search (SDS).
2. Complete the Strong-Campbell Interest Inventory (SCII).
3. Complete the Non-Sexist Vocational Card Sort.

B. Values

*1. Complete the Values Survey.
2. Complete the Personal Inventory.
3. Complete the Priorities List.

C. Abilities

*1. Complete the Abilities Checklist.

OTHER ACTIVITIES AVAILABLE TO YOU ARE:

a. Register for Units I and II of the Career Planning course-MAN 3935. A course syllabus is located in the Module XIII folder in the Mobile File.
b. Attend a How to Choose a Major/Career clinic in CCIS.
c. Participate in a Future Group offered through the University Counseling Center.
d. Read sections of the CCIS resource books identified on page 3.

FOR ASSISTANCE IN USING ANY OF THESE RESOURCES OR TO ANSWER ANY QUESTIONS YOU MAY HAVE, PLEASE CHECK WITH THE PROCTOR AT THE HELP DESK.

## RATIONALE

A critical part of making career decisions involves looking at oneself and answering the following questions:

1. What kind of activities am I interested in?
2. What sort of values do I have that might be an important part of exploring possible career areas?
3. What kinds of skills or abilities do I possess or need to develop?

These "I stated" questions are important ones, because in order to feel good about the many decisions we make on the road to entering a career, we must continue to explore our own interests, values, and abilities along the way.

This Module identifies several options available to you, including three key activities (*) that will prove to be interesting, fun, and very informative. You may complete any or all of these activities with respect to your individual needs. The introductory slidetape presentation entitled "What Are You Interested In Doing" will explain six major categories of occupational environments and personality types identified by Dr. John Holland.

At this point, select one of the identified activities, see the proctor at the Help Desk, and begin your self-exploration. When you have completed any or all of the activities, you may meet with the proctor again for an interpretation and discussion of your interest areas, abilities rating, and/or values surveys.

### * KEY ACTIVITIES

| | |
|---|---|
| SELF-DIRECTED SEARCH | designed by John Holland to help identify interest areas and possible careers closely associated with your interests. It does not tell you what you should be or predict what you may be successful in. |
| VALUES SURVEY | designed to help identify and prioritize values. It does not tell you that your values are necessarily in the Realistic, Artistic, etc. environments. This is just a way to explore your values with some added focus. |
| ABILITIES CHECKLIST | designed to increase your awareness of abilities inherent in the six areas indentified by Holland and of your estimated level. It is not a firm indicator of ability level. |

## CCIS RESOURCE BOOKS

The following books and resources have been identified to assist you in understanding the relationship between values, abilities, and interests and your career decision-making and planning. You may want to simply read from a few, or perhaps complete a few of the written exercises found in the various chapters. A proctor at the Help Desk will be able to assist you in discussing these experiences and their implications.

| | | |
|---|---|---|
| DDC 331.702 | D3 | Career Perspective: Your Choice of Work |
| DDC 331.01 | L6 | Career and Life Planning Guide |
| DDC 331.7 | C27 | If You Don't Know Where You're Going You'll Probably End Up Somewhere Else |
| DDC 331.7 | F5 | Finding a Job You Feel Good About |
| DDC 331.7 | C45 | Career Search, A Personal Pursuit |
| DDC 331.7 | L5 | What Can I Be? A Guide to 525 Liberal Arts and Business Careers |
| DDC 331.7 | S37 | Self Appraisal for Decision-Making and Career Planning by the Center for Vocational Education, Ohio State University |
| DDC 331.128 | D85 | Career Development for the College Student; pgs. 18-33. |
| DDC 331.128 | B691 C3 | What Color Is Your Parachute? |
| DDC 331.4 | S25 | How to Decide: A Guide For Women |
| DDC 331.128 | S4 | Securing Employment - Competency Based Teaching Module. Appendix A |
| DDC 331.702 | S56 | Meeting Yourself Halfway |
| DDC 331 | B7 | The Quick Job-Hunting Map |
| DDC 331 | | PATH - A Career Workbook for Liberal Arts Students |
| DDC 331 | | Emphasis: Self |

CATALYST SERIES: Planning For Work; Self-Guidance Series

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE IV

INFORMATION SOURCES

# Information: Where to Find it and How to Use it

## OBJECTIVE A

To help you locate all CCIS information related to your curricular and career planning needs.

### ACTIVITIES TO HELP YOU ACHIEVE OBJECTIVE A

1. Read the section titled "Curricular and Career Planning Information" in How to Find Information in CCIS located in the box marked "Module IV".
2. View the Module IVA slide-tape, "Curricular and Career Planning Information".
3. Review the diagram on the back of this sheet to locate the various multi-media resources available in CCIS.

IF YOU HAVE ANY QUESTIONS AT THIS TIME ABOUT LOCATING AND USING CURRICULAR AND CAREER PLANNING INFORMATION, CHECK WITH THE PROCTOR AT THE HELP DESK.

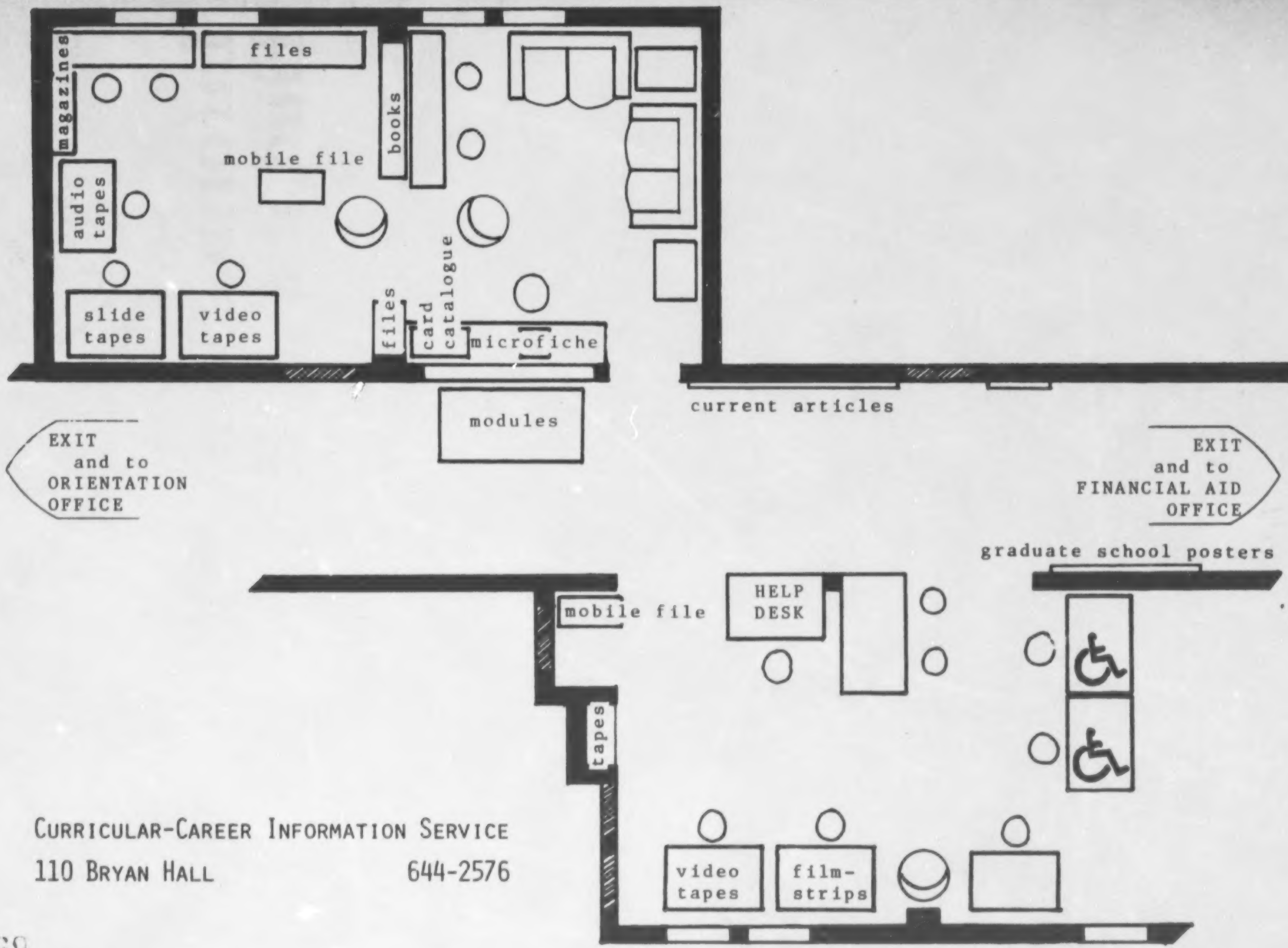
## OBJECTIVE B

To help you locate all CCIS information related to the occupations you have identified in Module III and/or any other occupations of interest to you.

### ACTIVITIES TO HELP YOU ACHIEVE OBJECTIVE B

1. Read the section titled "Occupational Information" in How to Find Information in CCIS located in the box marked "Module IV".
2. View the Module IVB slide-tape, "Occupational Information."
3. Review the diagram on the back of this sheet to locate the various multi-media resources available in CCIS.

IF YOU HAVE ANY QUESTIONS AT THIS TIME ABOUT LOCATING AND USING CURRICULAR AND CAREER PLANNING INFORMATION, CHECK WITH THE PROCTOR AT THE HELP DESK.



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graduate school posters
mobile file
HELP DESK
tapes
video tapes
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CURRICULAR-CAREER INFORMATION SERVICE

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CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE V

LINKING EDUCATION AND WORK

# Matching Majors and Jobs

## OBJECTIVE A

To list specific job titles related to college majors or fields of study.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THIS OBJECTIVE

1. Review printed materials in the Module V "Matching Jobs and Majors" folder in the Mobile File.
2. Read sections in these books:

| | |
|---|---|
| DDC 331.702 M3 | What Can I Do With A Major In....? |
| DDC 331.702 O3 | The Occupational Thesaurus (2 vols.) |
| DDC 331.7 S73 | Guide to Careers through College Majors |
| DDC 331.7 L5 | What Can I Be? Career for College Majors |
| DDC 331.702 B7 | After College, Junior College, Military Service...What? |
| DDC 331.702 B75 | School Subjects and Jobs |
| DDC 371.425 C6 | College Placement Annual |
| DDC 331.128 G7 | New Careers for Teachers |
| DDC 331.7 Z23 | Career Alternatives for Academics |
| DDC 375.8 B4 | The Careers of English Majors |

3. Review career alternatives identified in the Undergraduate Academic Program Guide for FSU majors.
4. Listen to taped interviews on FSU majors with academic program directors.
5. Examine materials in academic program files in CCIS.
6. Spin the career wheels on Engineering, Business, Humanities, Social Science, or Natural Science.
7. Consult with career planning specialists in the offices of Career Placement Services and Cooperative Education Services.

## OBJECTIVE B

To identify postgraduate, graduate, or technical training sites for fields of study or for specific jobs.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THIS OBJECTIVE:

1. Review these resource books:

| | |
|---|---|
| DDC 378.1553 G738 | Graduate Programs & Admissions Manual |
| DDC 378.1553 R6 | A Rating of Graduate and Professional Study |
| DDC 374.8 D5 | Directory of Vocational Programs in Florida |
| DDC 378 S6 | Nontraditional College Routes to Careers |
| DDC 378.73 A5 | Annual Guides to Graduate Study |
| DDC 378.155 G946 | A Guide to Graduate Study Programs Leading to the Ph.D. degree |
| DDC 374.8 U5 | A Guide to Educational Programs in NonCollegiate Organizations |

FOR ASSISTANCE IN LOCATING OR USING ANY OF THESE RESOURCES, CHECK WITH THE PROCTOR AT THE HELP DESK.

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE VI

EMPLOYMENT OUTLOOKS

# Job Forecasts and Your Career Plans

OBJECTIVES

1. To describe the present distribution of workers in different job areas, e.g. sex, race.
2. To describe the projected employment trends in various career fields.
3. To understand the complexity and accuracy of employment forecasting.
4. To identify the lowest and highest employment demand areas.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THESE OBJECTIVES
DO ANY OR ALL OF THEM.

a. Read the materials in the Module VI folders in the Mobile File. "Employment Outlooks" contains information regarding forecasts nation-wide, while "Florida Outlooks" contains projections for the various geographic sections of Florida.

b. View the slidetape "Looking Ahead to a Career."

c. View the slides "Supply and Demand of the College Graduates in the South. 1980, by Field of Study." Read the accompanying Script. DDC 331.126 S6

d. View the slidetape "Increasing Job Options for Women." DDC 331.4 C4

e. Scan books such as the following:

| | | |
|---|---|---|
| DDC 331.06 | U5 | Handbook of Labor Statistics |
| DDC 331.1 | U5 | Occupation Manpower and Training Needs |
| DDC 331.12 | O15 | Occupational Outlook Handbook |
| DDC 331.126 | | SREB series on outlook for college students in the south. |
| DDC 331.4 | U53 | Chapter 5, Handbook on Women Workers |
| DDC 331.4 | L4 | New Job Opportunities for Women |

f. Review occupational information materials located in the lateral or vertical CCIS files.

g. Consult with staff in Career Placement Services (228 Bryan) and Cooperative Eduacation Services (116 Bryan).

h. Scan bulletin boards in Career Placement Services and CCIS.

FOR ASSISTANCE IN USING OUTLOOK INFORMATION IN THIS MODULE
IN YOUR CAREER PLANNING CONSULT WITH THE PROCTOR AT THE HELP DESK.

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE VII

LEISURE PLANNING

# Your Lifestyle

## OBJECTIVES

1. To understand the role of leisure in your life.
2. To introduce you to a leisure planning process which you can use to plan your discretionary time.

THE FOLLOWING ACTIVITY WILL HELP YOU ACHIEVE THESE OBJECTIVES

a. Complete the module "Lifestyle: the Leisure Complement." Start with the notebook; view the slidetape and complete the task sheet as directed.

ADDITIONAL ACTIVITIES WHICH YOU MAY ALSO DO ARE:

b. Read appropriate sections of the following books:

| | |
|---|---|
| DDC 371 K7 | The Nature of Work: Readings for College Students |
| DDC 331 T4 | Tempo - Life, Work, and Leisure |
| DDC 331.702 | Career Perspective: Your Choice of Work |
| DDC 331.7 C | If you don't know where you're going, you'll probably end up somewhere else. |
| DDC 331.4 K | Catalyst. PLanning for Career Options |

c. Read the poster "Leisure Activities and Careers" hanging in the leisure carrel

d. Visit the Leisure Program Office in the University Union, room 238, for current events and ideas on other leisure activities.

FOR ASSISTANCE IN USING ANY OF THE MATERIALS DESCRIBED IN THIS MODULE, CHECK WITH THE PROCTOR AT THE HELP DESK.

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE VIII

Career Planning For Black College Students

# For Blacks

This module has been prepared especially for Black students at Florida State University who may want to explore race-related topics relevant to their career planning. Its purpose is to spotlight CCIS resources which might be especially useful in this exploration, although everything in CCIS can be used by any student with a career planning concern.

## OBJECTIVES

1. To help you examine how nearly your personality and/or interest pattern match those people in various careers.
2. To assist you in locating sources of career planning information of special interest to Black Students.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THESE OBJECTIVES
DO ANY OR ALL OF THEM.

a. Complete Module III in CCIS on self-assessment.

b. Review materials in the "Career Planning for Blacks" folder in the Mobile File (take a copy of the Resources List.)

c. View videotapes featuring prominent Blacks in Careers.

d. Read occupational files for current information on opportunities for Blacks in various fields.

e. Skim through current minority student magazines which feature career planning articles.

f. Listen to the audiotape on "Career Planning for Black College Students", featuring Mr. C.C. Cunningham, Placement Director, FAMU, and Mr. Robert Shoemaker, Placement Director, FSU.

g. Listen to the audiotape on "Affirmative Action: Implications for Career Planning", featuring Dr. Freddie Groomes, Assistant to the President, FSU.

h. Consult with Placement and Cooperative Education staff members at FSU.

FOR ASSISTANCE IN PURSUING THESE OR OTHER ACTIVITIES IN
CCIS, CHECK WITH THE PROCTOR AT THE HELP DESK.

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE IX

CAREER DECISION-MAKING FOR THE ADULT WOMAN

# Especially For Her

This module assumes that (1) you are an adult woman ready to make a significant change in your life; (2) you probably have some family responsibilities; (3) you would like to enter or reenter the workforce, but are not sure what field would be right for you or who would hire you; (4) you are prepared to undertake further education, but are not sure it will get you where you want to go; and (5) you would like help in stepping back to take a clear, objective look at yourself and your chances.

## OBJECTIVES

1. To provide you with the opportunity for self-assessement: to examine your strengths, interest, accomplishments, experiences, and motivations.
2. To help you examine how nearly your interests match those of persons employed in various fields.
3. To assist you in locating sources of information which will help you shape a tentative educational and/or career plan for yourself.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THESE OBJECTIVES.
DO ANY OR ALL OF THEM.

a. Complete the Catalyst "Planning for Work" Self-Guidance booklet which can be obtained from the proctor at the Help Desk.

b. Complete the Strong-Campbell Interest Inventory (SCII) which can be obtained from the proctor at the Help Desk.

c. Read any of the materials identified in the "Third Step," a bibliography attached to this sheet. By selecting the question which is most similiar to what you have been asking, you can be directed to the appropriate information available in CCIS.

d. View the videotpae "Life Career Patterns of Women" in which several adult women discuss their different lifestyles.

e. View the slidetape "Increasing Job Options for Women."

f. Read the material in the "Women's Folder" in the Mobile File.

g. Read the magazines located in the magazine rack relating to women and work.

FOR ASSISTANCE IN LOCATING OR USING THESE OR OTHER MATERIALS
CHECK WITH THE PROCTOR AT THE HELP DESK.

## The Third Step: Moving Out

By this stage you should have a pretty good idea of how you feel about yourself and about working (or about going back to school, if that is clearly your next step). But here the pathways begin to separate.

### A. "I need to work and the training I have will have to do. Where do I turn?"

DDC 331.4/F7 No experience necessary: A guide to employment for the female liberal arts graduate. N.Y., Dell Publishing Co., 1971.

A guidebook by two 1957 graduates who have been this route themselves designed for female liberal arts graduates. It describes the 14 fields which the authors (in 1971) found to be most accessible to those without advanced degrees. Articles describe a kind of work, where it is done and by what kind of people, the departmental sub-division, entry level positions, their advancement opportunities and the interests they seem to satisfy, salaries, and resources to employ when job hunting.

DDC 331.4/S3 How to go to work when your husband is against it, your children aren't old enought and there's nothing you can do anyhow. Felice N. Schwartz, Margaret H. Schifter and Susan G. Gillati of CATALYST. New York: Simon and Schuster, 1972.

A bibliography of materials available in 30 major occupational areas and their specific sub-divisions cross indexed by academic area. Includes a sample letter for requesting information; also useful for suggesting occupations relating to a particular major.

### B. "I've got all the training I need. How do I go about getting a job?"

Module XII; Employability Skills. Resumes, letters, and interviews--how to do it.

DDC 331.128/B691 What color is your parachute? Richard Nelson Bolles. Berkeley, CA: Ten Spped Press, 1972.

A delightful, practical, and knowledgeable manual for job-hunters and career changers from a man who makes a profession of the process. A good supplement to the CATALYST "Planning for Work" Booklet.

DDC 331.1/P7 The back to work handbook for housewives. Barbara Prentice. New York: Collier, 1971.

A practical guide for the mature woman entering the job market. Many part-time and full-time jobs are explored. Advice is given for overcoming the disadvantages of the working woman. An optimistic outlook.

C. "What's it like to be a pearl diver? (or pediatrician? or urban planner?) What are the hours, the salary, and the preparation?"

CCIS files--ask the Help Desk or complete Module IV Information Sources.

D. "I think I can qualify with just a little technical training. Where do I get it?"

DDC 378.199/G85 Guide to two year college majors and careers. Moravia, N.Y.: Chronical Guidance Publications, Inc., (Current issue).

Occupational-career curricula leading to nondegree certificate awards designed to prepare students for employment, associate degree programs, and transfer programs providing first two years of baccalaureate study, listed by program and by state.

DOT 6/A5 American trades school directory.

A loose-leaf directory of trade and vocational schools in the United States, classified by trades taught, and listed by states and cities. Always kept up-to-date and monthly amendments. Very thorough.

E. "Looks like I need another degree to be president...(well, at least a B.A.)."

DDC 378/C45 College survival. Elwood N. Chapman, Palo Alto, CA: Science Research Associates, Inc., 1974).

A good general handbook by those who should know; covering (among other areas) study skills, financial aid, psyching out teachers, time management, test-taking, papers, remedial work, and includes a section on special problems of students who have been away from learning for a long time.

DDC 376/C6 Conversations with returning women students. Center for Continuing Education of Women, the University of Michigan. Ann Arbor, Michigan: Center for the Continuing Education of Women, The University of Michigan, 1967.

Realistic estimates of real ways to deal with real problems. This may or may not answer your questions, but is proof that other women like you have gone back to school and survived, and even enjoyed what they were doing. If you can't talk to women who have come back to school, this is the next best thing.

General information for the returning student. New York, New York: CATALYST, 1973.

A crisp overview of admissions policies and procedures for non-traditional study opportunities, financial assistance and general references for the returning student.

DDC 378/G7 Everywoman's guide to college. Eileen Gray. California: Les Femmes, 1975.

Explores myths and offers practical suggestions for women either entering college for the first time or reentering the academic community. Lists of resources for each area are included as well as a chapter on How to Finance Yourself.

DDC 376.65/R831 Academic women on the move. Alice S. Rossi and Ann Calderwood. New York: Russell Sage Foundation, 1973.

A compilation of the studies which have been done on the status of women in higher education. It gives a complete picture of the barriers and biases that can be expected by women going in to academic profession. Some of the remedies for changing these biases are also given. An abundance of statistical data.

DDC 376/L3 So you want to go back to school. Facing the realities of reentry. Elinor Lenz and Marjorie Hansen Shaevitz. New York: McGraw-Hill, Inc., 1977.

Designed for any adult who may be returning to school for a variety of reasons, this book provides many "how to's" of finding resource people who may help you, forming new relationships, studying and financing your education. It also discusses some myths about maturity!

DDC 378/S6 Non-traditional routes to careers. Sarah Splaver. New York: Julian Messer, 1975.

A brief discussion of each non-traditional form of post-secondary education. Included is a chapter on special women's programs and their location. The book encourages further investigation by supplying addresses for each non-traditional program.

CATALYST "Career Opportunities" series and "Education Opportunities" series.

Tightly packed information designed for women with family responsibilities who are considering training for a professional field. In the areas covered, this is the best first source of information.

Information about graduate and undergraduate programs, admissiions, etc. are available in many forms in CCIS. Ask at the Help Desk or complete Module V, Linking Education and Work.

F. "Being a woman is bound to make a difference. My question is how much difference will it make?"

DDC 331.4209/B618 Everything a woman needs to know to get paid what she's worth. Caroline Bird. New York: David McKay Co., Inc., 1973.

It is, and the information is researched and edited from the reports of a staggering number of women who have made these things work. Realistic, and pulls no punches.

DDC 331.4209/P6 Getting yours: how to make the system work for the working woman. Letty Cottin Pogribin, New York: David McKay, 1975.

A humorous, down-to-earth guidebook for handling job-related situations. A good source of information for the women in the job market. A section of the book is reserved for where to get help and inspiration.

DDC 331.4/M5 I can be anything. Joyce Slayton Mitchell, New York: College Entrance Examination Board. 1975.

A well-illustrated, practical guide showing that any career is possible for a woman. Many traditional and non-traditional careers are described. Information is given on the kind of education needed, the number of women in the field, salaries, and where to find additional information.

DDC 361/L6 Women, work and volunteering. Herta Loeser. Boston, Mass: Beacon Press, 1974.

A good, easy-reading book dealing with volunteering--who does it, how it can help in reaching your career goals, and how to locate a volunteer job. Chapters talk specifically about the working woman, the mother of young children, the "returner", and the "woman alone."

DDC 301.4/E6 Woman's place: Options and limits in professional careers. Cynthia Fuchs Epstein. Berkeley, California: University of California Press, 1970.

A woman's careful look at the sociological, historical, and cross-cultural factors that "assign women to their place and keep them there." Good hard data; some useful insights into the sociological reasons for the difficulty women have trying to rise in some professional fields. A general, but very interesting, sociological view.

DDC 155.633/L673 Developing women's potential. Edwin C. Lewis. Ames, Iowa: Iowa State University Press, 1968.

Designed for the counselor, this presents a synthesis of the evidence available from research data regarding the current (1968) and potential status of women in the society. This book is intended to serve as a realistic foundation for goal setting. Interesting research findings on general topics, such as the effect on children of a mother's absence.

DDC 376.65/G5 Educated american women. Eli Ginzberg. New York: Columbia University Press, 1966.

A study of the lifestyle of educated women showing how their careers differed from those followed by educated men. A large section of the book contains personal accounts of 26 women describing their career outcomes and dissatisfaction.

DDC 331.4/W6 Women in the work force. Mildred Katzell and William Byham, New York: Behavioral Publication, Inc., 1972.

A review of the status of women in the world of work. The book briefly discusses what steps are being taken by labor, management, and the government to insure the equal status of women.

DDC 331.702 R6 There's always a right job for every woman. Roberta Roesch. New York: Berkeley Publishing Corp., 1976.

This is an interesting book which gives you a personal viewpoint into many occupations through interviews with women in those occupations. Very refreshing!

DDC 331.4/B4 Training the woman to know her place: the social antercedents of Woman in the World of Work. Sandra L. Bem and Daryl J. Bem. Harrisburg: Pennsylvania Department of Education, 1975.

This brief article describes some of the sociological factors which have contributed to women's concerns as they select work including past sex-role stereotyping and the presumed incompatibility of family and career.

DDC 331.4/L4 New job opportunities for women. Muriel Lederer and the editors of Consumer Guide Magazine, Skokie: Publications International, Ltd., 1975.

Most of this book is devoted to descriptions of various jobs that are available in various fields, including health, business, engineering, science and public and personal service. Additional information is given on selecting the best training program for you.

DDC 331.4/U55 A working woman's guide to her job rights. Rose Terlin, Washington: U.S. Government Printing Office, 1975.

A brief but complete description of the legal rights of women related to jobs and jobseeking. Topics addressed include laws governing hiring, pay, advancement, and retirement.

DDC 331.4 New life options: the working woman's resource book. Rosalind K. Loring and Herbert A. Otto. New York: McGraw-Hill, 1976.

This is a complete resource book which touches all phases of a woman's life as they might affect her career, including health and relationships. The other general topics include woman managers, job hunting, starting your own business, financial management, continuing education and more. This resource also identifies other publications and reports which will cover the topics in more detail.

# CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

## MODULE X

## CAREER PLANNING FOR DISABLED STUDENTS

### OBJECTIVE 1

To assist you in locating sources of career planning information of special interest to disabled students.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THIS OBJECTIVE:

a. Review current articles and pamphlets in the Module X folder in the Mobile File.

b. Read sections in the following books:

DDC 362 S6 Your Handicap: Don't Let It Handicap You
DDC 362 U5 Selected Career Education Programs for the Handicapped
The College Guide for Students with Disabilities

c. Read the abbreviated versions of "Sections 503 and 504" of the Rehabilitation Act of 1973 located in the Module X folder in the Mobile File...or listen to the taped version in Study Carrel #1.

d. Listen to the audiotape on "Affirmative Action: Implications for Career Planning, featuring Dr. Freddie Groomes.

e. Consult with Placement and Cooperative Education staff members at FSU.

f. Consult with Ms. Darlene Stutts, Disabled Students Services Coordinator, 101 Bryan Hall, or Mr. Paul Nolting, Division of Blind Services Counselor, 120 Bryan Hall.

OVER

OBJECTIVE 2

To use CCIS resources especially adapted for the visually disabled.

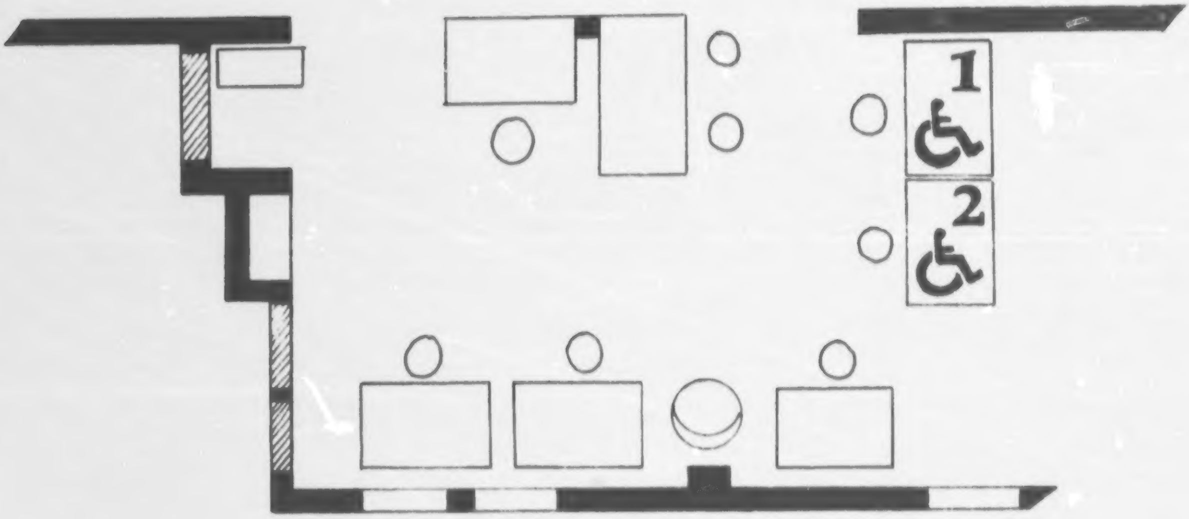
THE FOLLOWING ACTIVITIY WILL HELP YOU ACHIEVE THIS OBJECTIVE:

a. Review the "CCIS Modules" notebook located in Study Carrel #1 to locate resources appropriate for your career concern. It is available in both braille and large print.

b. Listen to the CCIS Introductory Tape (Module I) located in Study Carrel #1.

c. Listen to the audiotape "Module IV-2" in Study Carrel #1. This tape describes and gives directions for locating the materials on the two study carrels especially equipped for people with visual disabilities.

FOR ASSISTANCE IN USING ANY OF THE MATERIALS DESCRIBED IN THIS MODULE, CHECK WITH THE PROCTOR AT THE HELP DESK.



### CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

### MODULE XI

### EXPLORING CAREER INTEREST THROUGH WORK

# Get Experience!

## OBJECTIVE

To assist you in identifying resources which will help you to obtain experience relevant to your area of career interest.

BELOW ARE ACTIVITIES TO HELP YOU ACHIEVE THIS OBJECTIVE.
DO ANY OR ALL OF THEM.

a. **Read section in these books:**

| | | |
|---|---|---|
| DDC 331.128 | B4 | Career through Cooperative Work Experience |
| DDC 331.2 | L5 | On the Job Training and Where to Get It |
| DDC 331.702 | L6 | Exploring Careers through Volunteerism |
| DDC 378 | S6 | Nontraditional College Routes to Careers |
| DDC 378.3 | I5 | International Directory of Youth Internships |
| DDC 378.3 | H4 | Where to Look |
| DDC 378.3 | D55 | Directory of Washington Internships |
| DDC 378.3 | D5 | A Directory of Public Service Internships |
| DDC 378.3 | D5 | Directory of Undergraduate Internship Programs |
| DDC 378.169 | K4 | Stopping Out |
| DOT 07 | N3 | A Directory of Preceptorship Programs in the Health Professions |

b. View the videotape "Cooperative Education." The Office of Cooperative Education, 116 Bryan Hall, has paid and non-paid placements available with over 450 employers in Florida and throughout the Southeast. Information on special federal and state internships is available as well as resources identifying summer job opportunities.

c. The Student Community Interaction (SCI) offers volunteer work opportunities. Their office is located in 338 Union, Phone: 644-6410.

d. The voluntary action center, 488 West Brevard Street, offers opportunities for volunteer work experience with agencies in the Tallahassee area. Call 224-0581 for an appointment.

e. Research your area of career interest by using the CCIS vertical file(s) pertaining to areas you would like to pursue. Work experience ideas can often be found in these files.

f. Check the FSU CATALOG for internship requirements in your major.

g. Refer to MODULE XI of the Mobile File for current articles.

h. Ask your academic advisor or faculty member in your academic area for suggestions.

FOR ASSISTANCE IN LOCATING OR USING THESE OR OTHER RESOURCES
CHECK WITH THE PROCTOR AT THE HELP DESK.

CURRICULAR-CAREER INFORMATION SERVICE (CCIS)

MODULE XII

EMPLOYABILITY SKILLS

# Your Job Campaign

OBJECTIVE 1

To help you start your job hunt.

a. Attend a How to Start Your Job Hunt clinic in CCIS.

b. Review current articles in the "Looking for a Job" file located in the Module XII Section of the Mobile File.

c. Review Sections in the many CCIS resources books catalogued DDC 331.128

d. Register for Unit III of the Career Planning Course-MAN 3935r. A course syllabus is available for you to review in the Module XIII section of the Mobile File.

OBJECTIVE 2

To write a resume appropriate for your job objective.

a. Obtain a copy of the Resume Writing Guide from the Module XII section of the Mobile File.

b. Attend a Resume Writing Clinic in CCIS.

c. Review current articles in the "Looking For a Job" file located in the Module XII section of the Mobile File.

d. Review sections in the many CCIS resource books catalogued DDC 331.128.

OBJECTIVE 3

To write an appropriate letter pertaining to your job campaign.

a. Obtain a copy of the Letter Writing Guide from the Module XII section of the Mobile File.

b. Review current articles in the "Looking for a Job" file located in the Module XII section of the Mobile File.

c. Review sections in the many CCIS resource books catalogued DDC 331.128.

OVER

## OBJECTIVE 4

To become informed about services available to you from the FSU Career Placement Services Center.

a. View the videotape describing FSU Career Placement Services.

b. Obtain a copy of the Placement Manual from the Career Placement Services Library for your reference. (Room 225-Bryan).

c. Visit the Career Placement Services Center for special questions and Information (Room 228-Bryan).

## OBJECTIVE 5

To prepare yourself for your job interview.

a. Obtain a copy of the Interview Preparation Guide from the Module XII section of the Mobile File.

b. Attend a Interview Preparation Clinic in CCIS.

c. Review current articles in the "Looking for a Job" file located in the Module XII section of the Mobile File.

d. Review sections in the many CCIS resource books catalogued DDC 331.128

FOR ASSISTANCE IN USING ANY OF THE RESOURCES DESCRIBED IN THIS MODULE CHECK WITH THE PROCTOR AT THE HELP DESK.

# Appendix B

CCIS Equipment and Information Resources

## Appendix B

## CCIS Equipment and Information Resources

Information dissemination is the basic purpose of the CCIS Program, and the staff have developed and acquired a large quantity of quality resources to meet this purpose. The variety of resources available can be categorized under broad subject areas, which will be indicated below. The method of information dissemination is by the innovative and extensive use of multimedia materials, including videotapes, audiotapes, slide presentations, posters, periodicals, articles, briefs, workshops, and "home" printed materials (flyers, circulation media). Equipment utilized at CCIS, approximate cost, and date purchased are presented below.

### Equipment Resources

3-M Company Microfiche Reader (on loan), 1978

Concord VUP 7510 Video Cassette Player, $805.00, 1974

9-inch Sony Color Monitor, $350.00, 1974

Singer Graflex Caramates, $263.00, 1974

Norelco 2000 Stereo Cassette Recorder Player, $68.00. 1972

Howe PM-10 Rear Screen Projection Modules, $70.00, 1972

Kodak 750H 35mm Projectors, $99.00, 1972

Singer Insta-Load 35 Audio/Filmstrip Projector, $399.50, 1977

Headphone, Sony DR7A, $13.00 (varies), 1974

### Information Resources

The categories or major subject areas of information provided at CCIS are indicated below. Requests for specific resources, i.e., title, publisher, etc., should be directed to:

Coordinator, CCIS
110 Bryan Hall, Florida State University
Tallahassee, Florida 32306

Specific Occupational Information

Includes descriptive information on occupations (D.O.T. Classification, approximately 732 files).

Educational Information

Includes descriptive resources on colleges and university's academic requirements, trade schools, technical schools, leisure, internship, and work experience programs.

Career Options for Majors

Includes resources identifying career fields/jobs titles/area, related to academic preparation.

Occupational Outlook Information

Includes resources on projected employment trends in various career fields, and methods of forecasting.

Special Population Information

Includes resources on career and educational opportunities for minorities, disabled, women, and blacks.

Employability Skills Information

Includes resources on resume writing, application letter writing, job interviewing, and job compaign strategies.

Financial Aid Information

Includes resources on general availability, specific sources, and referral channels.

Career Planning Information

Includes resources/activities for career planning, job satisfaction, and changing careers.

Career Decision-Making Information

Includes resources/activities for decision making.

Self-Assessment Information

Includes resources for self-assessment of interests, values, abilities.

Specific FSU Information

Includes descriptive and referral information on FSU services, offices faculty resources, and directories.

Community Resource Information

Included descriptive information on local community agencies, services, and referral procedures.

# Appendix C

## Publishers of Career Information

## Appendix C

## Publishers of Career Information

The following is a list of publishers and "mailing lists" which are utilized by the CCIS program in identifying and selecting resources for the center:

Center for Advanced Study in Education
Institute for Research and Development
in Occupational Education
Graduate Center
33 W. 42nd St.
New york, New York 10036

Prakken Publications, Inc.
416 Longshore Dr.
Ann Arbor, Michigan 48107

Mafex Associates, Inc., Publishers
90 Cherry St.
P. O. Box 519
Johnstown, Pennsylvania 15907

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Science Research Associates, Inc.
259 E. Erie St.
Chicago, Illinois 60611

Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, Ohio 43210

Thompson - Mitchell and Associates
3384 Peachtree Road, N. E.
Atlanta, Georgia 30326

Interpretative Scoring Systems
4401 W. 76th St.
Minneapolis, Minnesota 55435
(Guidance Materials and Services Catalog)

Peterson's Guides
228 Alexander St.
Princeton, N.J. 08540

NIU Information Program in Career
Education
201 Gabel Hall
Northern Illinois University
Dekalb, Illinois 60115

Career World
Curriculum Innovations, Inc.
501 Lake Forrest Ave.
Highwood, Illinois 60040

Publications Available
Professional Church Leadership
475 Riverside Dr.
New York, New York 10027

AHEA Publications
2010 Massachusetts Ave., N. W.
Wachington, D. C. 20036

The Combined Book Exhibit, Inc.
12 Saw Mill River Rd.
Hawthorne, New York 10532

ARCO Educational Catalog
ARCO Publications Company, Inc.
219 Park Ave., S.
New York, New York 10003

Careerism Newsletter
WWWW/Information Services, Inc.
Box 3660
Rochester, New York, 14609

Julian Messner
1230 Avenue of the Americans
New York, New York 10020

AAHPR Publications - Sa6s
1201 16th St., N.W.
Washington, D. C. 20036

Butternick Publishing
P. O. Box 1945
Altoona, Pennsylvania 16603

The Pennsylvania State University
Press
215 Wagner Building
Univeristy Park, PA 16802

Garrett Park Press
Garrett Park, Maryland 20766

Chronicle of Higher Education
(American Personnel and Guidance
Association)
1717 Massachusetts Ave., N. W.
Washington, D. C. 20036

World of Work Report
Work in America Institute, Inc.
700 White Plains Rd.
Scarsdale, New York 10583
$18.00/year

Education and Work
Capitol Publications
2430 Pennsylvania Ave., N. W.
Washington, D. C. 20037
$85.00/year

McGraw-Hill Book Company
College Division
Continuing Education Catalog
1221 Avenue of the Americas
New York, New York 10020

Career Education Newsletter
252 Waterford St.
Edinboro, Pennsylvania 16412

Jeffrey Norton Publishers, Inc.
145 E. 49th St.
New York, New York 10017

Curriculum Research, Inc.
612 S. Panama St.
Box 7367
Montgomery, Alabama 36107

Career Aids, Inc., Department T
5024 Lantarshim Blvd.
North Hollywood, California 91601
(Catalog and Price List)

Publications List
National Association for Women Deans,
Administrators, and Counselors
1028 Connecticut Ave., N. W., Suite 922
Washington, D. C. 20036

Data Courier, Inc.
620 S. 5th St.
Louisville, Kentucky 40202

CAM Report
Lansing, Michigan 48909
$50.00/year

Jossey-Bass, Inc., Publishers
433 California St.
San Francisco, California 94104
(Mailing List)

Counseling Bookstore
Brooks/Cole
Publishing Company
Ten Davis Dr.
Belmont, California 94002

Florida Center for Career
Development Services
Department of Education
Knott Building
Tallahassee, Florida 32304
(Mailing List)

National Microfilm Library
8090 Engineer Rd.
San Diego, Califronia 92111

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Change Magazine of Learning
NBW Tower
New Rochelle, New York 10801
$18.00/ year

Occupational Outlook Service
U. S. Department of Labor
Bureau of Labor Statistics
Washington, D. C. 20212

Univeristy of Washington Press
Seattle, Washington 98105

Guidepost, American Personnel and
Guidance Association
1607 New Hampshire Ave., N. W.
Washington, D. C. 20009
$10.00/ year

United State Government Printing
Office
Washington, D. C. 20402

The Carroll Press Publishers
Cranston, Rhode Island 02920

Media and Methods
Philadelphia, Pennsylvania
$4.00/year

Counselors Information Service
B'nai B'rith Career and Counseling Services
1640 Rhode Island Ave., N. W.
Washington, D. C. 20036
$11.00/year

Ten Speed Press
P. O. Box 7123
Berkeley, California 94707

Guidance Career Education Catalogs
Social Studies School Service
10,000 Culver Blvd., Department 55
P. O. Box 802
Culver City, Calfiornia 90230

Richards Rosen Press
29 E. 21st St.
New York, New York 10010

Barron's Educational Services, Inc.
113 Crossways Park Dr.
Woodberry, New York 11797

Bellman Publishing Company
P. O. Bos 172
Cambridge, Massachusetts 08188
Careers Box 135
Largo, Florida 305 40

Catalyst
6 E. 82nd St.
New York, New York 10028

Charles A. Jones Publishing Company
4 Village Green, S. E.
Worthington, Ohio 43805

College Entrance Examination Board
Publications Order Office
Box 592
Princeton, New Jersey 08540

College Placement Council, Inc.
P. O. Box 226
Bethlehem, Pennsylvania 18001

Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, California 94306

Cowles Education Corporation
Look Building
488 Madison Ave.
New York, New York 11428

Educational Progress Corporation
P. O. Box 45663
Tulsa, Oklahoma 74145

E. P. Dutton and Company, inc.
201 Park Ave., S.
New York, New York 11428

Guidance Associates
41 Washington Ave.
Pleasantville, New York 10016

Harper and Row
51 E. 33rd St.
New York, New York 10016

The MacMillan Company
60 Fifth Ave.
New York, New York 10011

New Careers Development Center
184 Fifth Ave.
New York, New York 10010

Pilot Books
347 Fifth Ave
New York, New York 10016

Rand McNally and Company
405 Park Ave.
New York, New York 10022

Viking Press
625 Madison Ave.
New York, New York 10022

Vocational Biographies
Box 146
Sauk Centre, Minnesota

Vocational Guidance Manuals
235 E. 45th St.
New York, New York 10017

Vocations for Social Change
4911 Telegraph
Oakland, California 94609

Inform, American Personnel and Guidance Association
1717 Massachusetts Ave., N. W.
Washington, D. C. 20036

Career Education News
Glenview, Illinois
$50.00/year

# Appendix D

CCIS Outreach Program Handouts

# CAREERS FOR LIBERAL ARTS MAJORS

CCIS

CURRICULAR · CAREER INFORMATION SERVICES

110 BRYAN HALL 644-2576

OPPORTUNITIES
IN YOUR
MAJOR.......

# GET EXPERIENCE

INFORMATION ON
VOLUNTEER
AND
CO-OP
EDUCATION.....

ccis curricular career information services

110 Bryan Hall
644-2576

How to do & What to do

# RESUMÉ
# RESUMÉ
# RESUMÉ
# RESUMÉ

## WRITING CLINIC

ccis

110 Bryan Hall

for more information stop by:
or call 644-2576

What-to-do & How-to-do

# INTERVIEW
# INTERVIEW
# INTERVIEW

## PREPARATION CLINIC

ccis

110 Bryan Hall

for more information stop by or call 644-2576

tuesday, March 1st
6:30 p.m.

# non-tradional careers for women

ccis
curricular · career
information - services

110 BRYAN HALL

# Appendix E

## Professional Presentations

By CCIS Staff

## Appendix E

## Professional Presentations by CCIS Staff

"A Model for Career Counseling Information System"
Florida Personnel and Guidance Association Convention
Tampa, Florida, November, 1972

"The Curricular-Career Information Service"
Leon County Career Education Conference
Tallahassee, Florida, March, 1973

"CCIS: A Module-Based Career Development Program"
American College Personnel Association Convention
Cleveland, Ohio, April, 1973

"Developing a Career Resource Center for College Students"
American College Personnel and Guidance Association Convention
Chicago, Illinois, April, 1974

"Career Development Programming at the College Level: Strategies and Outcomes"
American College Personnel Association Convention
Chicago, Illinois, April, 1974

"Innovations in Career Development Services"
American College Personnel Association Convention
Atlanta, Georgia April, 1975

"The Academic and Career Development Model at Florida State University"
National Conference on the Exploratory Student
Omaha, Nebraska, November, 1976

"The Counselor Educator in Career Education: Career Development Specialist"
Commissioner's National Conference on Career Education
Houston, Texas, November, 1976

"How to Build a Different, Successful Career Resource Center"
Southern College Personnel Association Conference
Atlanta, Georgia, November, 1976

"Career Education Miniconference - Higher Education"
Washington, D. C., November, 1976

"Systems Approaches to Career Education"
Florida Consortium for Career Education
Tampa, Florida, May, 1977

"Developing a Career Resource Center: Who, What, When, How, Where"
Florida College Placement Association
Daytona Beach, Florida, June, 1977

"Media Demonstration of Curricular-Career Programs"
Alabama Personnel and Guidance Association
Birmingham, Alabama, November, 1977

"A Self-Directed Career Planning Program for the Visually Disabled"
American Personnel and Guidance Association
Washington, D. C., March, 1978

"Operating a Career Resource Center: Impact and Accessibility"
Florida Vocational Association
Orlando, Florida, August, 1978

# Appendix F

_Vita_, CCIS Director

# V-I-T-A

Robert C. Reardon
September, 1978

## IDENTIFYING DATA:

Addresses: 2333 Limerick, Tallahassee, Florida 32303
CCIS, 106 Bryan Hall, FSU, Tallahassee, FL 32306
Phones: (904) 644-2576 (CCIS)
(904) 385-7234 (Home)
Birth: San Antonio, Texas: November 20, 1940

Family Status: Married, Billie Lutz Reardon, August 10, 1963
Two children: Elizabeth Bevins, June 3, 1968
Russell Todd, April 26, 1971

Health: Excellent

Height/Weight: 5'11", 180

Social Security Number:

## EDUCATIONAL BACKGROUND:

High School: Mason, Texas; graduated, June, 1959

College:

B.S. Texas Lutheran College, June 1963
Major: Social Science Composite
Secondary Education

M.S. Florida State University, April, 1965
Major: Guidance and Counseling

Ph.D. Florida State University, December, 1968
Major: Counselor Education
Minor: Psychology

## EMPLOYMENT RECORD:

September, 1974 - Present: Director, Curricular-Career Information Service (CCIS), and Associate Professor, Human Services and Studies, F.S.U.

Provides program direction for CCIS, a unique career guidance program with a $45,000 budget; directs external grant funded projects; supervises professional staff; assists in the direction of student support services in career development; teaches advanced graduate courses in career development theory, beginning graduate courses in career information systems, and undergraduate courses in career planning; supervises field interns; chairs masters and doctoral supervisory committees.

July, 1969 - August, 1974: Counseling Psychologist, University Counseling Center*, and Assistant Professor, Counselor Education, F.S.U.

Provided a wide variety of direct and indirect psychological services to college students, including general student counseling, consultation with faculty and administration, program development and supervision; taught courses in supervision of interns, doctoral integrative seminars, guidance systems, and information in guidance, chaired doctoral and masters supervising committees; chaired the temporary system on career development services for the Office of Undergraduate Advising and Counseling; member of the temporary system in the Division of Professional and Clinical Programs on developing a program for training career development specialists.

*Project Director, Curricular-Career Information (CCIS), 1972-1974; directed the development of multimedia-based, self-directed, career guidance pilot program for college students funded by the Division of Student Affairs during 1972-1973.

August, 1966 - June, 1969: Counselor, University Counseling Center, Florida State University

Primary activities included education, vocational, personal counseling of college students individually and in groups; some supervision of practicum students, and limited consultation within the University.

1963 - 1965: Graduate Assistant, Guidance Laboratory, Department of Counseling and Guidance, F.S.U.

Generally coordinated intakes, records, and scheduling of the Guidance Laboratory which was primary practicum training center within the department.

1961-1963: Student Academic Counselor (Paraprofessional), Texas Lutheran College, Sequin, Texas.

Received about 50 hours training supervised by Drs. William Brown and Vernon Zunker; worked under the direction of Dr. Zunker providing peer academic survival counseling to college freshmen for 10 to 20 hours per week.

## SPECIAL QUALIFICATIONS

Certification: Secondary School Teaching Certificate (permanent); Texas

Professional Organizations:

American Personnel and Guidance Association
American College and Personnel Association
National Vocational Guidance Association

Florida Personnel and Guidance Association
Florida Career Development Association
American Psychological Association (Member)
Counseling Psychology (Division 17)

Recognition:

Phi Alpha Theta (History), Texas Lutheran College
Alpha Chi (Scholastic), Texas Lutheran College
Phi Theta Kappa (Scholastic), Texas Lutheran College
Graduated Cum Laude, Texas Lutheran College
Kappa Delta Pi (Education), Florida State University
Graduate School Fellow, 1965-1966, Florida State University
Masters Directive Status, Department of Counselor Education, 1969-present
Doctoral Directive Status, Department of Counselor Education, 1972-present
Tenured, 1975
Marquis' Who's Who in the South & Southwest, 1975

## PAPERS AND PUBLICATIONS:

Books:

Burck, H., Cottingham, H., & Reardon, R. Counseling and accountability: method and critiques. Pergamon Publishing Company, 1973.

Reardon, R. & Burck, H. (Eds.). Facilitating career development: strategies for counselors. Springfield, IL: Charles C Thomas, Publishers, 1975. (Second printing, 1977)

Articles/Chapters:

Burck, H. & Reardon, R. Individual differences and learning efficiency: Re-examination and re-emphasis. Journal of Contemporary Education, 1970, 41, 119-122.

Reardon, R. Individiual differences and the meaning of vocal emotional expressions. Journal of Communication, 1971, 21, 72-82.

Reardon, R. & Burck, H. An encounter group and changes in counselor's values. Journal of Employment Counseling, 1972, 9, 140-148.

Reardon, R., & Amatea, E. The meaning of vocal emotional expressions: Sex differences for listeners and speakers. The International Journal of Social Psychiatry, 1973, 19 (3 & 4), 214-219.

Reardon, R. The counselor and career information services. Journal of College Student Personnel, 1973, 14, 495-500.

Reardon, R. & Minor, C. The Curricular-Career Information Service. Audiovisual media in career development, by Lawrence Simpson (Ed.). Bethlehem, Pa.: The College Placement Council, 1975.

Reardon, R. and Minor, C. Revitalizing the career information service. Personnel and Guidance Journal, 1975, 54, 169-171.

Minor, C., Reardon, R. & Deloney, B. A delivery system for easy access to career information. ERIC/CAPS, University of Michigan, Ann Arbor, Michigan, 1976.

Fisher, T., Reardon, R., Burck, H. Increasing information-seeking behavior (ISB) with a model reinforced videotape. Journal of Counseling Psychology, 1976, 23 (3), 234-238.

Reardon, R. Using information in career counseling. In Reardon & Burck (Eds.), Facilitating career development: strategies for counselors. Springfield, IL: Charles C Thomas, 1975, Pp. 37-51.

Reardon, R. & Domkowski, D. Building instruction into a career information center. Vocational Guidance Quarterly, 1977, 25, 274-278.

Reardon, R. Campus location and the effectiveness of a career information center. Journal of College Student Personnel, 1977, 18, 240-241.

Reardon, R., Minor, C. & Deloney, B. FSU Reports--CCIS. A&IMS/2, Career Guidance & Counseling. Tallahassee, FL: Career Education Curriculum Laboratory, 1975.

Byrne, T., Kelly, D., & Reardon, R. Differential client satisfaction with Holland's Self-Directed Search (SDS). Journal of College Student Personnel, in press.

Arre[illegible], C., Dowd, T., & Reardon, R. A study of the relationship between locus of control and satisfaction with two vocational counseling treatments. Journal of Vocational Behavior, submitted for review.

Barker, S., White, P., Reardon, R., & Johnson, P. An evaluation of the effectiveness of an adapation of the Self-Directed Search for use by the blind. Journal of Vocational Behavior __, submitted August, 1978.

Reardon, R. & Burck, H. Training of the career development specialist (CDS) within a counselor education program. Journal of Counselor Education & Supervision, submitted May, 1978.

Reardon, R., Zunker, V., & Dyal, M. The status of career planning programs and career centers in colleges & universities. Journal of the National Association of Student Personnel Administrators, submitted August 1978.

Marlow, R., Madsen, C., Bowen, C., Reardon, R., & Logue, P. Severe classroom behavior problems: Teachers or counselors. Journal of Applied Behavioral Analysis, 1978, 11, (1), in press

Gecht, J. & Reardon, R. The relationship of personality type and occupational aspiration of male college undergraduates and alumni. Article in preparation.

Fierle, K. & Reardon, R. Development and use of a leisure planning module in a college career resource center. Article in preparation.

Reardon, R., White, P. & Barker, S. Development of a self-directed career planning program for the blind. Article in preparation.

Other Papers/Products:

Reardon, R. A survey of former counselees' reactions to selected aspects of the services provided by the Guidance Laboratory at F.S.U. (Unpublished Masters Thesis, 1965).

Reardon, R. The connotative valence meaning of vocal expressions of emotion for college students differing in level of self-concept. (Doctoral Dissertation, 1968).

Reardon, R. Academic advisement and CCIS: a new perspective and program for F.S.U. undergraduates. A systems analysis prepared at the request of Dr. Paul Craig, Vice-President for Academic Affairs, May 26, 1971. (mimeographed)

Reardon, R. A module for training occupational specialists in the evaluation of career guidance programs. (Developed under the contract with the Florida State Department of Education, Ms. Pam Miller, Project Director, 1972).

Reardon, R. A staff development module on counselor directed information services. (Developed under the contract with the Georgia State Department of Education, Dr. Bill Ware, Project Director, 1977.) ERIC/CAPS Research in Education. September, 1978, ED 153102.

## FUNDED GRANTS:

Principal Investigator, "A Self-Directed Career Planning Program for the Visually Disabled." (Application jointly written with Dr. Michael Gimmestad). U.S. Office of Education; October 1, 1977 - September 30, 1978; $59,503.

Co-Principal Investigator, "A Program for Delivering Career Guidance to Potential, Current & Former Students in SUS." Florida State Department of Education; February, 1978 - August, 1978; $20,000.

Principal Investigator, "A Florida Conference of Postsecondary Vocational Guidance Practitioners." Florida State Department of Education; October, 1978--June, 1979; $11,000.

PUBLIC PERFORMANCES:

1. Co-director with Dr. Joyce Chick of Pre-Florida Personnel and Guidance Association Workshop, "Innovations in Vocational Guidance," Miami Beach, November 18, 1970.
2. Presented a paper, "CCIS: A Pilot, Career Guidance Program at F.S.U." and served as a panel member at the Ninth Invitational Conference for Systems Under Development in Career Education and Vocational Guidance, Baylor University, October 12-13, 1972.
3. Presented on two programs at the Florida Personnel and Guidance Association meeting, Tampa, November 16-18, 1972. (a) "A Model for a Career Counseling Information System," and (b) "The Agony and the Ecstasy--Developing an Instructional Module for Occupational Specialists."
4. Chairman for the program, "CCIS: A Module-Based Career Development Program," presented at the American College Personnel Association meeting in Cleveland, April 4-8, 1973.
5. Chairman for the program, "Developing a Career Resource Center for College Students," presented at the American Personnel and Guidance Association Convention in Atlanta, May 23-26, 1973.
6. Presenter, "Career Development Programming at the College Level: Strategies and Outcomes," American College Personnel Association, Chicago, April, 1974.
7. Presenter, "Career Options for Career Counselors," APGA, Chicago, April 11-15, 1976.
8. Presenter, "The Counselor Educator in Career Education: The Career Development Specialist," Commissioner's National Conference on Career Education, Houston, Texas, November 7-10, 1976.
9. Presenter, "Developing a Career Resource Center: Who, What, When, How, Where," Florida College Placement Association, Daytona Beach, Florida, June, 1977.
10. Presenter, "Media Demonstration of Curricular/Career Programs," Alabama Personnel and Guidance Association Workshop, Birmingham, Alabama, November 17, 1977.
11. Chairman, "A self-directed career planning program for the visually disabled," American Personnel & Guidance Association, Washington, D.C., March 20, 1978.

12. Presenter, "Operating a Career Resource Center: Impact and Accessibility," Florida Vocational Association, Orlando, August 9, 1978.

13. (Proposed) Chairman, "What's new in career centers?" American Personnel & Guidance Association, Las Vegas, Nevada, April 3-7, 1979.

14. (Proposed) Presenter, "The design, implementation, and evaluation of a career development specialists program at FSU," Florida Personnel & Guidance Association, Orlando, November 16-18, 1978.

15. (Proposed) Presenter, "Adapting a career center for exceptional students." National Conference on Career Education for Exceptional Individuals, St. Louis, February 7-9, 1979.

CONSULTANCIES AND WORKSHOPS

1. Inservice training on accountability for Occupation Specialists, Florida State Department, Orlando--1972-1973.
2. Participant at Invitational Conferences on Development of Vocational Guidance Systems. E.T.S., Princeton, N.J., 1970; and Baylor University, Waco, Texas. 1972
3. Academic advising workshop for faculty and staff, Palmer College, Columbia, South Carolina, 1973.
4. Career Education workshop for Pupil Personnel Services Staff, Polk County School, Florida, 1973.
5. Multimedia materials development workshop presenter for Southeastern College Placement Council, Savannah, 1973.
6. Communication skills workshop for secondary level teaching personnel. Bay County Schools, 1973.
7. Participant in APGA sponsored vocational counseling skills workshop at Ohio State University, 1973.
8. Certified as a leader of Vocational Exploration Groups, a programmed System from Studies for Urban Man, October 4, 1973.
9. Workshop on Developing Career Guidance Programs, Valdosta State College, Valdosta, Georgia, February 20, 1974.
10. Participant in APGA/ERIC sponsored workshop, "Life/Career Development Systems," at New Orleans, March, 1974.
11. Consultant on faculty advising programs and training, Guilford College, Greensboro, N.C., August, 1974.
12. Self-Directed Search Workshop leader, Northeast Florida Coperative Education Consortium, St. Johns River Junior

College, April, 1975.

13. Consultant on faculty advising and career planning at SREB sponsored New Orleans consortium faculty workshop, August, 1975

14. Consultant on developing a career resource center for College of Art and Sciences, Unversity of Kentucky, Lexington, Kentucky, September, 1975.

15. Panel presenter, "Let your university work for you," staff career development conferences sponsored by FSU and Standard Oil--Kentucky, Tallahasse, October, 1975.

16. Consultant on developing a career resource center, California Polytechnic State University, San Luis Obispo. California, March, 1976.

17. Consultant on use of A/V Media in career development at St. Petersburg Community College, Clearwater, March, 1976.

18. Consultant to USOE on career education in post-secondary institutions, Washington, D.C., November 22-23, 1976.

19. Consultant to Georgia State Department of Education on field training of data collectors for competency based counselor certification program materials, Atlanta, October 17, 1977.

20. Reader for USOE Office of Career Education 1978-79 project proposals in the community college area, Washington, D.C., February 20-24, 1978.

## SERVICE

1. Faculty Senate Member, College of Education, 1971-72.

2. Committees:

   a. University

      University Orientation Committee, 1973
      University Academic Advisement Committee, 1971-72
      Student Affairs Study/Search Committee, 1977-78

   b. College:

      Ad Hoc Divisional Committee on Interinstitutional Relations, 1972

      Ad Hoc Divisional Task Force on Career Development Specialist Program Proposal, 1973-74

   c. Department of Counselor Education

      Admissions Committee, 1970-72, 1975-76, 1977-78
      Evaluation Committee, 1970-72, (Chairman, 1970)

Program Committee, 1973-74, 1974-74, 1976-77

d. University Counseling Center

Recruitment and Selection Committee, 1972
Administration, 1973

e. Office of Undergraduate Advisement and Counseling

Temporary System in Career Development, 1973-74 (Program Leader)

f. Area of Professional & Clinical Programs

Learning Systems Committee, 1976-77

g. Florida Statewide Career Education Advisory Council, 1976-77, 1977-78

3. Academic Advisor for Undeclared Majors, Division of Basic Studies, 1966-1975

# Appendix G

Vita, CCIS Coordinator

# DOROTHY DOMKOWSKI

**Present Address:** 809 E. Sixth Avenue, Tallahassee, Florida 32303.
(904) 222-2645
**Business Address:** Curricular-Career Information Service, 114 Bryan Hall,
Florida State University, Tallahassee, Florida 32306.
(904) 644-2576

## EDUCATION

M.S., 1973, Florida State University, Tallahassee, Florida.
Major: Counselor Education (85 hours)
Concentratration in individual and group counseling, program development and evaluation, multi-media career development programs and materials.

B.S., 1968, State University College, Buffalo, New York.
Major: Art Education. Concentration in graphics.

## EXPERIENCE

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| October, 1975-present | Student Affairs Coordinator, Curricular-Career Information Service, Florida State University, Tallahassee, Florida. Coordinate day-to-day activities of a career resource center; coordinate programming activities with other student affairs offices, academic departments and student organizations; train and supervise graduate interns; develop and conduct career seminars; coordinate the development of new career resources and modules; design and implement outreach and advertising campaigns; team teach a career planning class; prepare and maintain budget; order new resources. |
| June, 1974-October, 1975 | Planner II, Dade County Community Action Agency, Miami, FL. Developed community service and social programs; assisted community groups to articulate needs; coordinated program development activities with other planning agencies; wrote grant proposals; edited agency annual report; designed and conducted staff training programs; monitored agency's elderly programs. |
| July, 1972-June, 1973 | Graduate Assistant, University Counseling Center, Florida State University, Tallahassee, Florida. Created multi-media learning packages for modular career resource center; coordinated work done by team and University Media Center; and worked with faculty members on academic curricular and career materials. |
| September, 1968-June, 1971. | Art Instructor, Cleveland Hill High School, Cheektowaga, New York. Taught Basic Art, Drawing, Watercolor Painting, Ceramics, Jewelry, and 7th and 8th grade Exploratory Art. Team-taught Humanities with three other instructors. Yearbook Advisor. Granted tenure June, 1971. |

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| September, 1967-<br>January, 1968<br>September, 1966-<br>June, 1967 | Resident Assistant, State University College, Buffalo, N.Y. Advisor to hall government. Developed information programs for residents, developed and coordinated inter-resident hall seminars for R.A.'s and served on R.A. Council for in-service training. |
| June, 1965-<br>August, 1965 | Group Leader, New York Migrant Child Care Program, Amsterdam, New York.<br>Conducted daily educational and recreational activities for children ages 9-12. |

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| August, 1977-<br>present | Lady Seminole Booster Executive Committee. Tallahassee, FL. Plan development activities for women's athletic program. |
| April, 1975-<br>October, 1975 | Consultant, Program Planning Committee, YWCA, Miami, FL. Assisted in program development activities, conducted values clarification sessions for counselors, and advised in publicity material development. |
| April, 1972-<br>June, 1973 | Intern Counselor, University Counseling Center, Florida State University, Tallahassee, Florida.<br>Did individual, marriage, and group counseling. Led 4 Future Groups, a Future Group Workshop, Human Potential Group, Client Therapy Group, and Center in-service workshop on career development groups. Assisted in sexual values seminar for R.A.'s. Evaluated blind students seeking admission to higher education programs. Group leader for transfer student orientation. |
| June, 1972-<br>March, 1973 | Practicum Counselor, Counseling and Guidance Clinic, Florida State University, Tallahassee, Florida.<br>Did individual, marriage and family counseling for nonuniversity clients. Led Adlerian Parent Study Group. |
| January, 1973-<br>March, 1973 | Team Teacher, Department of Counselor Education, FSU. Counseling Prepracticum class. |
| September, 1972-<br>June, 1973 | Admissions Committee, Department of Counselor Education. Interviewed and evaluated masters and doctoral candidates. |
| September, 1971-<br>June, 1972 | Evaluation Committee, Department of Counselor Education. Helped compile extensive evaluation of masters program. |

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| ART: | 1978 | designed logo, Florida Project Identification, American Council of Education. |
| | 1974 | designed art work for Annual Report, Dade County Community Action. |
| | 1973 | designed art work for slide tape, Elementary Guidance and Career Education Program. |
| | 1973 | designed brochure and posters, Department of Social Work, FSU. |
| | 1972 | designed brochure, Department of Counselor Education, FSU. |
| | 1968 | designed letterhead, Student Affairs Newsletter, SUCB. |
| | 1965 | designed letterhead, N.Y.S. Migrant Childcare Program Newsletter. |

## PROFESSIONAL ACTIVITIES

**Presentations:** American Personnel and Guidance Association Convention, March, 1978, "A Self-Directed Career Planning Program for the Visually Disabled."
Florida Women's Conference, July, 1977, "Career Counseling."
Florida Career Education Consortium Workshop, May, 1977, "Career Decision Making, the Systems Approach."
Southern College Personnel Association Convention, November, 1976, "How to Build a Different, Successful Career Resource Center."
National Symposium for the Exploratory Student, November, 1976, "The Academic Advising and Career Development Model at Florida State University."
American Personnel and Guidance Association Convention, May, 1973, "Developing a Career Resource Center for College Students."
American College Personnel Association Convention, March, 1973, "CCIS: A Modular-Based Career Development Program."
Leon County Career Education Conference, March, 1973, "The Curricular-Career Information Service."

**Publications:** Reardon, R. & Domkowski, D. Building instruction into a career information center. *Vocational Guidance Quarterly*. 1977, *25*, 274-278.

**Membership:** American Society for Training and Development
American Personnel and Guidance Association
American College Personnel Association
American Association for Higher Education

**Workshops:** "Career Series: Planning, Assessment, Search." Center for Professional Development, FSU, Fall, 1978.
"Career Development." Tallahassee Chapter, ASTD, September, 1978.
"Women and Work." Center for Professional Development, FSU, May, 1977.

**Consultant:** Robert Reardon and Pioneer Cooperative Education Service, Cleveland, Georgia. Developed training materials for competency-based certification program for counselors.

## HONORS

Mohasco Industries Scholarship in Design
Art Exhibitions: 12 showings of prints and drawings in group exhibitions and purchase shows.
One-man photography exhibition, SUCB, Buffalo, N.Y.
Print Exhibition, Staten Island Community College, N.Y.
Prints included in the permanent collection, SUCB, Buffalo, N.Y.

REFERENCES AVAILABLE UPON REQUEST

# Appendix H

Funding Resources

## Appendix H

## Funding Resources

Since funding of new programs and services in most higher education institutions is limited, the following list of resources has been developed to provide assistance in identifying sources of contract and grant support for developing centers. There are numerous federal and state offices and private foundations that provide contract and grant support, depending upon their mission, eligibility, and proposal requirements. These sources offer support to applicants targeting a wide range of subject fields including education, training, research, minorities, handicapped, etc.

Ideally, grant or contract monies should be used to supplement and enhance new initiatives and program elements rather than to provide the essential base of support for a career center program. A number of resources for funding are listed below.

Federal Directories:

The Guide to Federal Assistance for Education
Appleton Century Crofts Publications, by Willburn
Associates, Inc.
5791 Beaumont Ave.
La Jolla, California 92037

Note: This guide provides reference (program by subject field) to federal funding sources, subject is education.

Private Directories:

Foundation Reporter: A Method for Keeping Current on Foundations
Published by TAFT Products, Inc.
1000 Vermont Ave., NW
Washington, DC

Note: This directory provides reference descriptions and eligibility for private funding sources with index of subject fields including educational grants and awards.

Directory of Research Grants
Published by the ORYX Press
3930 E. Camelback Rd.
Pheonix, Arizona 85018

Note: This directory provides reference descriptions and eligibility for private funding sources with index by subject fields including educational grants and awards.

The Foundation Directory
Published by The Foundation Center, New York
Distributed by Columbia University Press

Note: This directory provides reference to, but not descriptive information, private funding sources with subject field index including educational grants and awards.

Directories, General:

Annual Register of Grant Support
Published by Marquis Academic Media
Marquis Who's Who, Inc.
2000 E. Ohio St.
Chicago, IL 60611

Books:

Career Education: A Handbook of Funding Resources
Charles W. Ryan
Published by Time Share, Houghton-Mifflin Co.
630 Oakland Ave.
West Hartford, CT 06110

Periodicals: (containing current tips for funding sources both private and federal)

Guide to Federal Funding in Career Education, Education and Work, and Vocational Education, by the Coordinating Committee on Research in Vocational Education, April 1978

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Federal Register
Superintendent of Documents
Government Printing Office
Washington, DC 20402

Catalog of Federal Domestic Assistance
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
$16.00 per subscription

Commerce Business Daily
U. S. Government Printing Office
Superintendent of Documents
710 N. Capitol St., NW
Washington, DC 20402

Note: This periodical is published daily, subscription rate is $105.00/year first class, $80.00/year second class.

Addresses for General, Specific, and Current Information on Career Education, Vocational Education, Program Funding:

Office of Career Education
U.S. Office of Education
7th and D streets, SW
Washington, DC 20202

Department of Health, Education, & Welfare
U. S. Office of Education
Bureau of Occupational and Adult Education
Division of Research and Demonstration
Research Branch
7th and D Street, SW
Washington, DC 20202

Department of Health, Education, and Welfare
U. S. Office of Education
Bureau of Occupational and Adult Education
Division of Vocational and Technical Education
Washington, DC 20202